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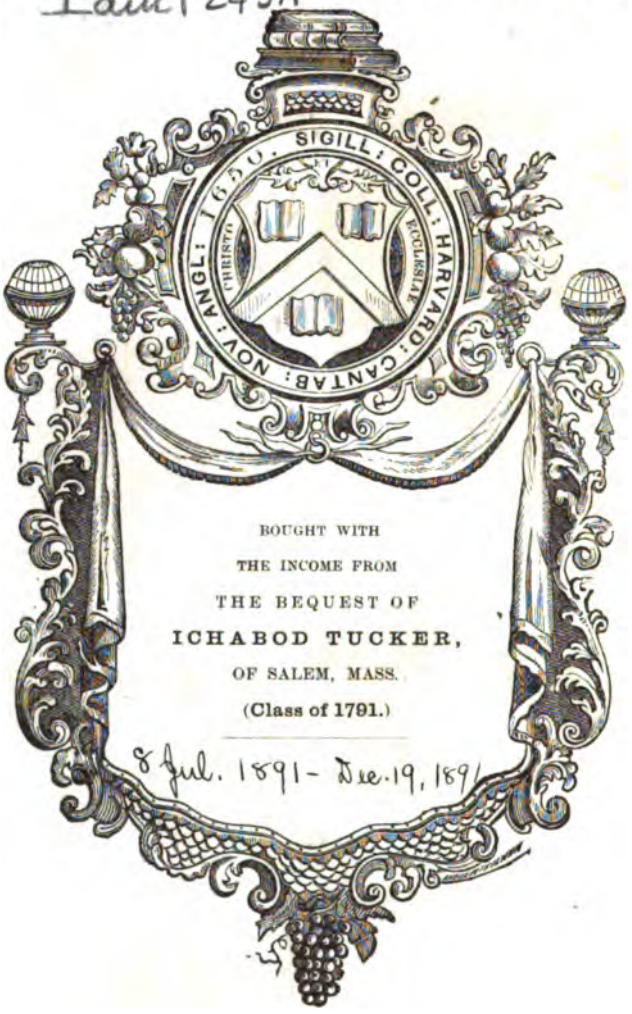

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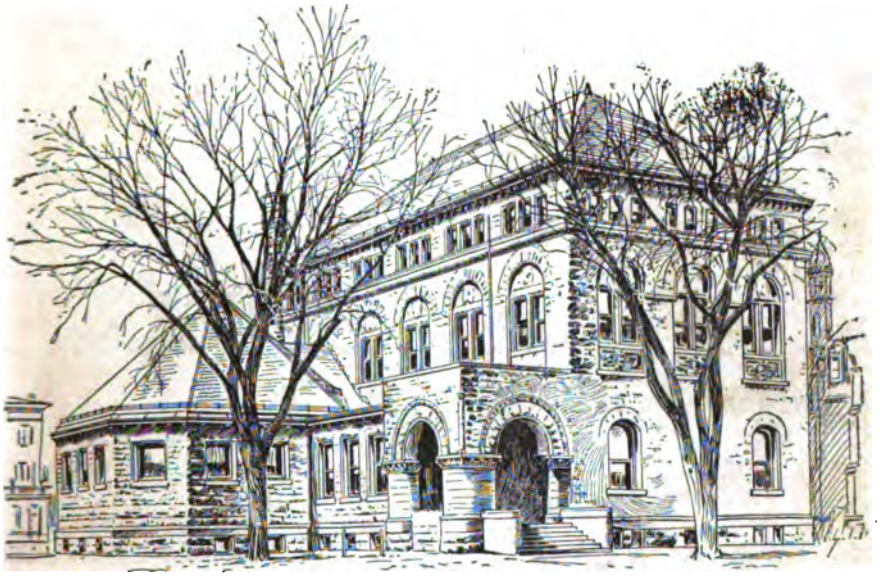

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CONTENTS.

	PAGE.
Register of Colleges	616
College Cries	634
A Model Chapter House	636
Evolution and Revolution—Hon. Andrew D. White, LL. D.—Yale, '53	637
Methods of Study in French—Professor Courtney Langdon, of Brown	642
The New York Greek Club and Dr. Howard Crosby—Eugene Lawrence, LL. D.—N. Y. U., '40	647
The College Press—Stephen Fiske, A. M.—Rutg., '62	648
The Wooing O't—William Sigden—Harv., '82	651
Dr. Dwight's Gavel	658
Some Ideas on Popular University Extension—Melvil Dewey, A. M.—Amh., '74	660
A Sequel to the Famous Fiske Will Suit and Cornell University—Murray E. Poole, A. M.—Corn., '80	661
Recollections of College Life at Yale Fifty-six Years Ago—Rev. George W. Nichols, A. M., D. D.—Y., '35	663
Eminent Graduates of Princeton University	669
College Affiliations of Members of the University Club, N. Y.	674
Ariadne—(Poem)—Edward B. Reed—Y., '92	678
Columbia—Ruford Franklin, A. M., LL. B.—C., '86	679
The Hon. Horace Russell, A. M.—Charles H. Beckett, A. M.—Dart., '81	683
The Hon. Roger A. Pryor—Towsen Caldwell, A. M.—Col., '70	684
The Rev. Walter Thompson, A. M., D. D.—Samuel Marsh, A. M., LL. D.—U., 67	686
Sydney E. Morse—Chas. T. Catlin, A. M.—Y., 56	687
The Hon. John Jay, A. M., LL. D.—Ruford Franklin	688
Charles B. Hubbell—Hamilton W. Mabie, A. M., LL. B.—Will., 70	691
The Hon. Daniel G. Rollins, A. M., LL. D—Thos. Winsor, A. M.—N. Y. U., 67	691
Peripatetic	692
Book Reviews	698
Undergraduate Witticisms	699
College News	700

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1859—Olivet College, Olivet, Mich.
Rev. Horatio Q. Butterfield, D. D., Pres.

1859—La Grange College, La Grange, Mo.
J. F. Cook, LL. D., Pres.

1859—North Carolina College, Mount Pleasant, N. C.
Rev. J. D. Shirey. A. M., Pres.

1859—Griswold College, Davenport, Iowa.
Rt. Rev. William Stevens Perry, D. D., LL. D., D.C. L., Pres.

1859—Adrian College, Adrian, Mich.
Rev. George B. McElroy, D. D., Ph. D., F. S., Chairman of Faculty.

1860—Ottawa University, Ottawa, Kan.
Rev. George Sutherland, A. M., Pres.

1860—St. Stephen's College, Annandale, N. Y.
Rev. Robert B. Fairbairn, D. D., LL. D., Warden.

1860—Kentucky Wesleyan College, Millersburg, Ky.
D. W. Batson, A. M., Pres.

1861—Mass. Inst. of Technology, Boston,
Francis A. Walker, Ph.D., LL.D., Pres.

1861—University of Washington, Seattle, Wash.
Thomas M. Gatch, Ph. D., Pres.

1861—Albion College, Albion, Mich.
Rev. L. R. Fiske, D. D., LL. D., Pres.

1861—Vassar College, Poughkeepsie, N. Y.
Rev. James M. Taylor, D. D., Pres.

1861—Wheaton College, Wheaton, Ill.
Charles A. Blanchard, M. A., Pres.

1862—State College of Agriculture, Orono, Maine.
Merritt H. Fernald, A. M., Ph. D., Pres.

1863—Manhattan College, New York City.
Rev. Bro. Anthony, Pres.

1863—Bates College, Lewiston, Me.
Rev. Oren B. Cheney. D. D., LL. D., Pres.

1863—Grand Traverse College, Benzonia, Mich.
S. B. Harvey, A. B., Pres.

1864—University of Denver, Denver, Col.
Rev. Wm. F. McDowell, A.M., S.T.B., Chancellor.

1864—Swarthmore College, Swarthmore, Pa.
Wm. Hyde Appleton, A. M., Ph. D., Pres.

1864—University of Kansas, Lawrence, Kan.
Francis H. Snow, Ph. D., LL. D., Chancellor.

1865—Nevada State University, Reno, Nev.
Stephen A. Jones, A. M., Ph. D., Pres.

1865—Lincoln University, Lincoln, Ill.
A. E. Turner, A. M., Pres.

1865—Westfield College, Westfield, Ill.
Rev. W. H. Klinefelter, Pres.

1865—University of Des Moines, Des Moines, Iowa.
Rev. J. P. Stephenson, A. M., Acting Pres.

1865—Washburn College, Topeka, Kan.
Rev. Peter McVickar, D. D., Pres.

1865—Cornell University, Ithaca, N. Y.
Charles Kendall Adams, LL. D., Pres.

1866—Berea College, Berea, Ky.
Pres. vacant.

1866—Carleton College, Northfield, Minn.
Rev. James W. Strong, D. D., Pres.

1866—Central Tennessee College, Nashville, Tenn.
Rev. John Braden, D. D., Pres.

1866—Hope College, Holland, Mich.
Rev. Charles Scott, D. D., Pres.

1866—The Lehigh University, South Bethlehem, Pa.
Robert A. Lamberton, LL. D., Pres.

1866—Tabor College, Tabor, Iowa.
Wm. A. Brooks, A. M., Pres.

1867—Simpson College, Indianola, Iowa.
W. E. Hamilton, A. M., Pres.

1867—Northwestern University, Watertown, Wis.
Rev. Augustus F. Ernst, Pres.

1867—Hiram College, Hiram, O.
Rev. E. V. Zollars, A. M., Pres.

1867—West Virginia University, Morgantown, W. Va.
E. M. Turner, A. M., LL. D., Pres

1867—Ridgeville College, Ridgeville, Ind.
Rev. E. O. Dickinson, Pres.

1867—Fisk University, Nashville, Tenn.
Rev. Erastus M. Cravath, D. D., Pres.

1867—Muhlenberg College, Allentown, Pa.
Rev. Theodore L. Seip, D. D., Pres.

1867—Howard University, Washington, D. C.
Rev. Wm. W. Patton, D. D., LL. D., Pres.

1867—Johns Hopkins University, Baltimore, Md.
Daniel C. Gilman, LL. D., Pres.

1867—Atlanta University, Atlanta, Ga.
Rev. Horace Bumstead, D. D., Pres.

1868—University of California, Berkeley, Cal.
Pres. Vacant.

1868—University of Wooster, Wooster, O.
Rev. Sylvester F. Scovel, Pres.

1868—Wells College, Aurora, N. Y.
Rev. Edward S. Frisbee, D. D., Pres.

1868—Western Maryland College, Westminster, Md.
Rev. T. H. Lewis, D. D., Pres.

1868—Worcester Polytechnic Institute, Worcester, Mass.
Homer T. Fuller, Pres.

1869—Boston University, Boston, Mass.
Rev. William F. Warren, S. T. D., LL. D., Pres.

1869—University of Nebraska, Lincoln, Neb.
Charles E. Bessey, Ph. D., Acting Chancellor.

1869—West Virginia College, Flemington, W. Va.
Rev. Thomas E. Peden, Pres.

1869—Ursinus College, Collegeville P. O., Montg'y Co., Pa.
Rev. J. I. Good, D. D., Pres.

1870—Wellesley College, Wellesley, Mass.
Helen A. Shafer, M. A., Pres.

1870—Buchtel College, Akron, O.
Rev. O. Cone, D. D., Pres.

1870—University of Cincinnati, Cincinnati, O.
Hon. Jacob D. Cox, LL. D., Pres.

1870—Ohio State University, Columbus, O.
W. H. Scott, LL. D., Pres.

1870—Carthage College, Carthage, Ill.
Rev. Holmes Dysinger, A. M., Pres.

1870—Syracuse University, Syracuse, N. Y.
Rev. Charles N. Sims, D. D., LL. D., Chancellor.

1870—Trinity University, Tehuacana, Tex.
Rev. J. L. Dickens, Ph. D., Pres.

1871—Stevens Inst. of Technology, Hoboken, N. J.
Henry Morton, Ph. D., LL. D., Pres.

1871—Smith College, Northampton, Mass.
Rev. L. Clark Seelye, D. D., Pres.

1871—Geneva College, Beaver Falls, Pa.
Rev. Wm. P. Johnston, A. M., Pres.

1872—Vanderbilt University, Nashville, Tenn.
Landon Cabell Garland, A. M., LL. D., Chancellor.

1872—Doane College, Crete, Neb.
Rev. David B. Perry, A. M., Pres.

1872—Arkansas College, Batesville, Ark.
Rev. I. J. Long, D. D., Pres.

1873—Drury College, Springfield, Mo.
Rev. Francis T. Ingalls, D. D., Pres.

1873—Penn College, Oskaloosa, Iowa.
Benjamin Trueblood, M. A., LL. D., Pres.

1873—Central University, Richmond, Ky.
Rev. L. H. Blanton, D. D., Chancellor.

1874—Pierce Christian College, College City, Cal.
James C. Keith, A. B., Pres.

1874—Ewing College, Ill.
Rev. John Washburn, D. D., Pres.

1874—Colorado College, Colorado Springs, Col.
Rev. William F. Slocum, Jr., A. M., Pres.

1874—Battle Creek College, Battle Creek, Mich.
William W. Prescott, A. M., Pres.

1874—Purdue University, Lafayette, Ind.

1875—Shaw University, Raleigh, N. C.
Rev. H. M. Tupper, D. D., Pres.

1875—South Western Presbyterian University, Clarksville, Tenn.
Rev. Chas. C. Hersman, D. D., LL. D., Chancellor.

1875—Parsons College, Fairfield, Iowa.
Rev. Ambrose C. Smith, D. D., Pres.

1875—Hedding College, Abingdon, Ill.
Rev. J. R. Jacques, D. D., Ph. D., Pres.

1857—Wilmington College, Wilmington, O
James B. Unthank, M. Sc., Pres.

1876—Grand River College, Edinburg, Mo.
Rev. J. T. Williams D. D., Pres.

1877—Adger College, Walhalla, S. C.
De C. Kemper, M. A., Pres.

1877—Clark University, Atlanta, Ga.
Rev. E. O. Thayer, A. M., Pres.

1877—Biddle University, Charlotte, N. C.
Rev. W. F. Johnson, D. D., Pres.

1877—Ogden College, Bowling Green, Ky.
William Obencham, A. M., Pres.

1877—State University of Colorado, Boulder, Col.
Horace M. Hale, A. M., LL. D., Pres.

1878—Ashland University, Ashland, O.
J. M. Tombaugh, A. M., Pres.

1879—Southwest Baptist College, Bolivar, Mo.
Julius M. Leavitt, A. M., Ph. D., Pres.

1880—Case School of Applied Science, Cleveland, O.
Cady Staley, Ph. D., LL. D., Pres.

1880—University of Southern California, Los Angeles, Cal.
Rev. M. M. Bovard, D. D., Pres.

1880—Southern University, New Orleans.
Rev. George W. Bothwell, D. D., Pres.

1881—Drake University, Des Moines, Iowa.
Rev. George T. Carpenter, A. M., Chancellor.

1881—University of New Mexico, Santa Fe, N. M.
Rev. Horatio O. Ladd, A. M., Pres.

1881—University of Texas, Austin, Tex.
Leslie Waggener, LL. D., Pres.

1882—Roger Williams University, Nashville, Tenn.
Rev. Alfred Owen, D. D., Pres.

1883—San Joaquin Valley College, Woodbridge, Cal.
Darius A. Mobley, D. D., Pres.

1883—University of North Dakota, Grand Forks, Dak.
Homer B. Sprague, Ph. D., Pres.

1883—Little Rock University, Little Rock, Ark.
Rev. Alfred Noon, A. M., Pres.

1883—Pierre University, East Pierre, Dak.
Rev. Wm. M. Blackburn, A. M., D. D., Pres.

1883—Philander Smith College, Little Rock, Ark.
Thomas Mason, A. M., Pres.

1883—Nebraska Wesleyan University, York, Neb.
Rev. C. F. Creighton, D. D., Chancellor.

1883—University of South Dakota, Vermillion, S. Dak.
Howard B. Grose, A. M., Pres.

1884—Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

1884—College of Montana, Deer Lodge, Mont.
Rev. J. D. McMillan, D. D., Pres.

1884—Tulane University, New Orleans, La.
William Preston Johnson, LL. D., Pres.

1885—Nebraska Central College, Central City, Neb.
Rev. Horace, A. Crane, A. M., Pres.

1885—Kansas Wesleyan University, Salina, Kan.
Aaron Schuyler, A. M., LL. D., Pres.

1885—Rollins College, Winter Park, Fla.
Rev. E. P. Hooker, A. M., D. D., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1890—Keuka College, Penn Yan, N. Y.
Rev. Geo. H. Ball, Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

1890—Clark University, Worcester, Mass.
G. Stanley Hall, Ph. D., LL. D., Pres.

Massachusetts Institute of Technology,

Boston, Mass.

Course in Chemistry.

THE instruction for regular students in the chemical course extends through four years and leads to the degree (B. S.) of the Institute. In addition to the chemical studies enumerated below, related studies in physics, mathematics, mineralogy, geology and metallurgy, together with English studies and German and French, are included in the course.

FIRST YEAR.—General chemistry, lectures, recitations, and laboratory practice extend throughout the year.

SECOND YEAR.—Analytical chemistry, qualitative, quantitative and theoretical chemistry.

THIRD YEAR.—Analytical chemistry, industrial chemistry, sanitary chemistry, assaying and theoretical (physical) chemistry.

FOURTH YEAR.—Organic chemistry, analytical chemistry, industrial chemistry and thesis work.

The general chemistry of the first year is taken by the students of all courses at the Institute. The laboratory practice of the first year constitutes a training in accurate experimentation and observation. Success in the chemical studies of the first year is necessary for a continuation of the chemical studies in the subsequent years.

The course in analytical chemistry comprises systematic lecture-room instruction and practice in the analysis of ores and minerals, and the products of the arts. Volumetric and gas analysis receive due attention.

The instruction in industrial chemistry comprises an extensive course of lectures and laboratory exercises on the manufacture of chemicals from raw materials, the preparation of pure chemicals, and many other operations of chemical works. The course in textile coloring includes the bleaching and dyeing of cotton, wool, and silk in the piece and in yarn, the use of mordants, and the common operations of the dye-house, including some experience in the mixing of colors. The methods of detecting the nature of dye stuffs on fibres are taught, and many other processes of commercial analysis. The laboratory instruction is accompanied by frequent visits to manufacturing establishments. Specialists in different lines of industrial chemistry supplement the lectures of the regular course.

The course in sanitary chemistry includes the analysis of water and air, and some of the more important articles of food. The study of the composition and character of natural waters, from the standpoint of acceptable and wholesome public water supplies, receives special attention.

The instruction in organic chemistry, extending through the fourth year, is thorough, both in its theoretical aspects and in its relations to the arts. Organic analysis and preparations occupy the student's time in the first term of the fourth year in the laboratory.

The thesis work, which may be pursued in any of the departments of chemistry, tests the student's ability in original investigation. The aim of the instruction in all the four years of the chemical course is to develop self-reliance in the student by encouraging independent thought and research.

Students who do not wish to take the entire four years' course in chemistry may enter any of the classes in the lecture-room or laboratories for which they are fitted by previous experience and training. Teachers may also enter classes for which they are qualified, to study methods of instruction or special subjects in chemistry.

The laboratory facilities in all the departments are adapted not only to the requirements of the regular instruction, but also for advanced investigation. The laboratories are spacious and accommodate a large number of students.

FRANCIS A. WALKER, *President.*

See Announcement Under "College News"

Harvard University,

Cambridge, Mass.

DEPARTMENTS.

The Graduate School, Harvard College, the Lawrence Scientific School under the control of and enjoying the instruction offered by the Faculty of Arts and Sciences.

Schools of Divinity, Law, Medicine, Dental Medicine, Veterinary Medicine, Agriculture and Horticulture, each under the coutrol of a separate faculty.

Summer Schools in Science, Languages, Medicine, and Bodily culture.

The scientific establishments including the Chemical Laboratory; the Jefferson Physical Laboratory; the laboratories of Botany, Zoölogy, Palæontology, Geology, Geography, Petrography, Mineralogy, Archaeology and Psychology; the Astronomical Observatory; the Arnold Arboretum; the Botanic Garden and Herbaria; and the Museums, including the Museum of Comparative Zoölogy, the University Museum, the Peabody Museum of Archaelogy, the Semitic Museum and the Museums of the professional schools.

The University Library, the University Chapel and the Athletic Buildings and Grounds.

NUMBERS IN 1891.

The total number of officers of instruction and government is 329, of whom 242 are teachers.

The total number of students is 2550, divided among the departments as follows: Arts and Sciences, 1552, Professional Schools, 719, Summer Schools, 279.

The total number of volumes in the University Library is 376,200 and the number of unbound pamphlets approximately equal.

The expenditures of the University for the year ending July 31, 1890, apart from new buildings, were $816,623.45.

INSTRUCTION OFFERED IN 1891.

By the Faculty of Arts and Sciences 219½ courses [each occupying three hours a week throughout the academic year] as follows:

Semitic (12 courses), Sanskrit and Zend (4), Classics (30), Modern Languages and Literatures (50), Philosophy (15½), Political Economy, History and Roman Law (25), Fine Arts and Music (7½), Mathematics and Engineering (28½), Physics (12), Chemistry (15), Natural History (20).

By the Summer School 55 courses, as follows: Chemistry (4), Botany (1), Geology (3), Physics (2), Field Engineering (2), German (2), French (1), Bodily Training (3), Medicine (37).

By the Divinity Faculty 27 courses as follows: Old Testament (8), New Testament (7), Church History (3), Comparative Religion (1), Ethics (1), Theology (3), Homiletics and Pastoral Care (3), Elocution (1).

By the Law Faculty 21 courses including the following subjects: Contracts (2), Criminal Law and Procedure, Property (3), Torts, Civil Procedure, Agency, Bills of Exchange and Promissory Notes, Evidence, Jurisdiction and Procedure in Equity (2), Sales, Trusts, Constitutional Law, Corporations, Partnership, Suretyship and Mortgage, Damages, Massachusetts Practice.

By the Medical Faculty 88 courses, including in the advanced instruction courses in the Diseases of children, Mental Diseases, Diseases of the Nervous System, Legal Medicine, Orthopedic Surgery, Opthalmoscopy and Bacteriology, &c.

By the Dental Faculty courses in Dental Therapeutics and Materia Medica, Operative and Mechanical Dentistry, Oral Anatomy and Pathology, Othodontia, and the Mechanical Treatment of Cleft Palates, &c.

By the Veterinary Faculty 26 courses.

By the Faculty of the Bussey Institution courses in Agriculture, Horticulture, Botany, Entomology, and Agricultural Chemistry

PECUNIARY AIDS, 1891.

Graduate School.	Fellowships	$12,200
" "	Scholarships	7,750
" "	Prizes	1,225*
Harvard College.	Scholarships	21 495
" "	Beneficiary Funds	17,600
" "	Loan Funds	3,248
" "	Prizes	1,055
Lawrence Scientific School.	Scholarships	1,800
Divinity School.	Scholarships	1,385
" "	Beneficiary Funds	685
" "	Hopkins Fund	2,100
" "	Williams Fund	4,000
" "	Williams Fellowships	1,000
Law School.	Scholarships	1,500
" "	Prizes	100
" "	Foster Fund	[150]†
Medical School.	Scholarships	1,500
" "	Foster Fund	[150]†
" "	Prizes	375
		$79,168

* Many prizes open to graduate students are also open to students in other departments.

† The income of the Foster Fund is available in the Law and Medical Schools in alternate years.

EXAMINATIONS FOR ADMISSION.

Examinations for admission to Harvard College, the Lawrence Scientific School, the Law School and the Medical School will be held on June 23, 25, 26 and 27, in the following places: Cambridge, Quincy, Andover, Groton, Southborough and Worcester, Mass.; Exeter and Concord, N. H.; New York, Albany and Buffalo, N. Y.; Philadelphia, Cincinnati, Cleveland, Chicago, St. Louis, Minneapolis, Denver, San Francisco, Portland, Oregon; Göttingen, Germany, and Tokio, Japan.

Examinations will also be held in Cambridge on September 24, 25, 26 and 28.

ADMISSION WITHOUT EXAMINATION.

A student may be admitted to Harvard University without examination (1) as a special student, on filing satisfactory certificate of character and scholarship; (2) as a candidate for the degree of A. B. or S. B., on presenting testimonials of scholarship and character and filing satisfactory certificates of high standing in an upper class of another College or Scientific School, or of graduation therefrom; (3) as a member of the Graduate School, or of a Professional School, on filing satisfactory evidence of graduation from a College or Scientific School of recognized standing, or of the completion of a course of study equivalent to that ordinarily required for the attainment of the first degree.

FRANK BOLLES, LL. B., *Secretary.* CHAS. W. ELIOT, LL. D., *President.*

Yale University,

New Haven, Conn.

COURSES OF GRADUATE INSTRUCTION: Graduates of this and other Colleges and Universities and (in exceptional cases, by special provision), other persons of liberal education, who are not less than eighteen years old, are received as students in these courses, with or without reference to the obtainment of a degree.

THE DEGREE OF DOCTOR OF PHILOSOPHY is conferred upon those who, after having taken a Bachelor's degree (implying a course of undergraduate study equivalent to that pursued in the Academical Department), and having studied in this Department not less than two years, shall have passed a satisfactory final examination and presented a thesis giving evidence of high attainment in the branches of knowlege pursued. The degree is not given, upon examination, to those whose studies are pursued elsewhere. The requirements for a degree in many cases exact of the student more than two years of labor; especially when the course of undergraduate study has been less than four years.

THE DEGREE OF MASTER OF ARTS is conferred on Bachelors of Arts of Yale College or of other Colleges, of two years' standing or upwards, who have given to the Faculty of the Academical Department evidence of having made satisfactory progress in liberal studies after receiving their first degree. Such evidence may be furnished by one year's systematic study (not professional) in New Haven, under the direction of the Academical Faculty, followed by an examination. Graduates of other colleges can obtain the degree only by residence as thus described.

THE DEGREES OF CIVIL ENGINEER AND MECHANICAL (or DYNAMICAL) ENGINEER are conferred on Bachelors of Philosophy who have taken the first degree in Engineering study, and who pursue a higher course under the direction of the Governing Board of the Sheffield Scientific School, for at least two years, sustaining a final examination, and giving evidence of their ability to design important construction and to make the requisite drawings and calculations.

YALE COLLEGE (ACADEMICAL DEPARTMENT).

REQUIREMENTS FOR ADMISSION.—(See December Number of the UNIVERSITY MAGAZINE.)

Candidates are allowed to divide the examination, with an interval of not less than a year between the two parts. In such cases, they must present themselves at one of the two regular examinations, that is, either in June or September, of the first year; and at this preliminary examination each candidate must submit a definite statement from his principal instructor of the subjects which he is authorized to offer. No candidate will be allowed to offer French, German, Geometry, the translation at sight of prose Latin, or prose Greek, at a preliminary examination; and at the close of such an examination, no certificate of partial admission will be furnished, unless at least six subjects have been satisfactorily passed.

THE REGULAR EXAMINATION FOR ADMISSION to College is held at Alumni Hall, New Haven, on the 25th, 26th and 27th of June, 1891.

A second examination is held in New Haven at the beginning of the College year, in September.

SHEFFIELD SCIENTIFIC SCHOOL.—For admission to the Freshman Class the student must pass a thorough examination in the following subjects—(See December Number of the UNIVERSITY MAGAZINE).

SCHOOL OF THE FINE ARTS.—The School aims to provide thorough technical instruction in the Arts of Design, viz: Drawing, Painting, Sculpture, Architecture, and Copperplate Etching; and to afford a knowledge of such branches of learning as relate to the Philosophy, History, and Criticism of Art. As a professional School of Art it aims to furnish a thorough course of study in the practice of the studios; and as a department of the University it aims to provide instruction in Art as a constituent part of the scheme of general culture. These departments, of Practice and Criticism, may be regarded as distinct or correlative.

THE DIVINITY SCHOOL.—The annual term of study, commencing on Thursday, September 24, 1891, will continue until the third Wednesday in May, 1892, when the Anniversary and the Annual Meeting of the Alumni will be held. The School is open, on equal terms, to students of every Christian denomination. Blank forms of application may be obtained by addressing the Dean of the Faculty, Professor George E. Day, or any of the other Professors. The conditions of admissions are membership in some evangelical Church, or other satisfactory evidence of Christian character, and a liberal education at some College or University, or in exceptional cases, an equivalent preparation for theological studies.

YALE MEDICAL SCHOOL.—In this School as at present organized, the inherent defects in the older and still common method of instructing chiefly by didactic lectures are recognized, and the methods employed are similar to those in vogue in the other Deprrtments of the University, Didactic lectures are still employed as best in some branches, but recitations from assigned reading, with explanatory lectures, laboratory work, and personal instruction in the clinics, constitute the main portion of the curriculum. The School has well equipped laboratories for the study of anatomy, histology, chemistry, physiology, and pathology, and the student spends much of his time in them during the first two years. In the second year he begins the practical branches of medicine, to which he devotes the third year. While the attention of the student is particularly directed to those banches which can be studied to advantage only in a well equipped medical school, the value of clinical instruction is fully appreciated, and amply provided for.

YALE LAW SCHOOL.—The undergraduate course is mainly devoted to the practical side of legal education, but also gives some introduction to the general ideas and sources of jurisprudence. In the graduate course, the studies are so arranged that those of the first year have no necessary connection with those of the next, and can therefore be profitably pursued by themselves when the student has no time to devote to a more extended education. The first year is mainly occupied with further instruction in practical topics begun in the undergraduate course, such as Corporations, Railroad Law, Patents, Code Pleading, and Practice in the United States Coutrs. The second year is mainly devoted to studies of a more scientific and philosophical character, such as General and Comparative Jurisprudence, Legislation and Government, Roman Law, the French Codes, and Private International Law. It is believed that the studies of the undergraduate course, and those of the first year of the graduate course cover all the topics which it is desirable for the ordinary law student to examine before admission to the Bar; and the fourth year (in which the degree of Doctor of Civil Law is awarded) is recommended only to those who desire to fit themselves to be something more than practicing lawyers.

The whole number of volumes in the several libraries of the University is over 200,000.

F. B. DEXTER, A.M., Sec. TIMOTHY DWIGHT, D.D., LL.D., Pres.

Princeton University,

Princeton, New Jersey.

Requirements for Admission.—Academic Department.

ALL entering students on their arrival must report at the President's house and register. Examinations for admission will be written, with supplementary oral examinations if needed. The first examination will commence in Princeton, on Thursday, June 12th, at 11 A. M., and continue through the afternoon of Friday. The second will commence on Tuesday, September 16th, at 11 A. M., and continue through the afternoon of Wednesday. Applicants who have any conditions or other deficiencies from the June examination are required to remove them at this time. *Attendance is required at the beginning of the examinations.*

Simultaneously with the June entrance examinations in Princeton, examinations will also be held in the cities of New York, Philadelphia, Pittsburgh, Cincinnati, Louisville, Chicago, St. Louis, Omaha, Denver, San Francisco, and at preparatory schools and other cities when necessary. The precise places in which the examinations are to be held can be learned by application to the President. Due notice of these examinations will also be published in leading local newspapers for several weeks in advance.

Examinations at other times and places than those specified are inconvenient and often impracticable, and applicants for examination at other than the regular days are required to pay $10 into the treasury.

Candidates for admission to the Freshman class are examined in the following books and subjects. It is recommended that the candidates be prepared for examination on the requirements as specified ; but equivalents will be accepted.

ENGLISH GRAMMAR.—Whitney, or equivalent ; Modern English History (1558–1880)—Gardiner, Anderson or equivalent ; U. S. History—Johnston, Scott, or equivalent.

The writing of a short essay may be required as a part of the examination ; the theme for the essay of 1890 will be based on the life and writings of Prescott or of Bayard Taylor.

The attention of preparatory schools is called to the need of a more thorough study of elementary English ; also, to the addition of Modern English History to the English entrance requirements.

Candidates for admission to the next Freshman Class, Academic or Scientific, in 1890, will not be required to pass examination in Modern English History ; and those applying for the same class, Academic Department, will not have to be prepared on the whole of Plane Geometry, but only on two books of Euclid, or an equivalent.

LATIN GRAMMAR ; especially the inflections ; the simpler rules for composition and derivation of words ; syntax of cases and verbs, and structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive ; so much prosody as relates to accent, quantity, versification in general, and dactylic hexameter. Cæsar (five books of the Commentaries); Sallust (Catiline or Jugurtha); Virgil (six books of the Æneid); Cicero's Select Orations (six); Arnold's Latin Prose Composition (twelve chapters), or Jones' Exercises in Latin Prose ; Geography of Ancient Italy.

GREEK GRAMMAR, including prosody ; Xenophon (four books of the Anabasis), or Greek Reader (Goodwin's), 111 pages ; Homer (the first two books of the Iliad, except the Catalogue of Ships); Greek Composition (Jones' Exercises in Greek Prose, or an equivalent —writing with the accents required); Geography of Ancient Greece and Asia Minor. Goodwin's Grammar is preferred. Special stress is laid upon a thorough knowledge of the noun and verb inflections. Candidates will do well to read an additional book of the Iliad, where

this can be done without sacrifice of thoroughness in the formal requisitions. Some experience in giving written answers to set questions is advantageous.

The Continental pronunciation of the vowels and diphthongs is preferred in both Latin and Greek.

ARITHMETIC, including the Metric system; Algebra, through quadratic equations involving two unknown quantities—including radicals, and fractional and negative exponents; Plane Geometry.

At the examinations in June and September, candidates intending to enter the Freshman class one year later are admitted, on request, to examination on a portion of the subjects required for entrance. Unless in exceptional cases, either two of the four general subjects, English, Mathematics, Latin, Greek, must be offered entire; or such parts of at least three subjects as are here prescribed, viz.: in *English*, Grammar and either U. S. History or Modern English History; in *Mathematics*, Arithmetic, with the Metric system, and either Algebra or Plane Geometry; in *Latin*, the full amount in Cæsar and one other author, with Grammar; in *Greek*, three books of the Anabasis, with Grammar.

Immediately after the opening of the College the entering students meet, according to announcement, for the registration of their names and subscription to the following pledge, required by the Board of Trustees:

We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other college so long as we are members of the College of New Jersey; it being understood that this promise has no reference to the American Whig and Cliosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.

SCHOOL OF SCIENCE.—This institution is a department of the College of New Jersey, founded in 1873 upon an endowment by Mr. John C. Green.

Candidates for admission to the Freshman class must be at least sixteen years of age. They will be examined in the following books and subjects:

ENGLISH: Grammar—Whitney, or equivalent; U. S. History—Johnston, or equivalent; Modern English History—Gardiner, or equivalent; Essay—the theme for 1890 will be based on the life of Prescott or of Sir Isaac Newton. The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements. MATHEMATICS: Arithmetic entire, including the Metric system, a practical knowledge of which is indispensable; Algebra, through quadratic equations including two unknown quantities, including evolution, radicals, theory of exponents; Geometry—Plane Geometry entire (five books of Wentworth's or Chauvenet's Geometry, or their equivalent). PHYSICAL GEOGRAPHY: The elements, as contained in Guyot's Grammar-School Geography.

MODERN LANGUAGES: Either FRENCH or GERMAN at the option of the candidate. In either language the examination will be upon the general principles of Grammar [French, Otto, pp. 28–201, or Whitney, pp. 27–202; German, Whitney, pp. 23–153 and 278–284; or Brandt, pp. 6–154; or Otto, Part I.; or Joynes-Meissner, pp. 19–177; or Huss, pp. 9–101 of the Theoretical Part,] and the ability to translate easy prose, such as, in French, the first fifty pages of *Lamartine's* Graziella, or of *G. Sand's* La Mare au Diable, or *Erckmann-Chatrian's* Le Conscrit, or *Lacombe's* Petite Histoire du Peuple Francais; or in German, either *Storm's* Immensee, or *Grimm's* Màrchen (Otis' edition, pp. 61–109), or *Boisen's* German Prose (pp. 3–51).

It is recommended that all candidates should receive instruction in free-hand drawing before their entrance.

President, FRANCIS LANDEY PATTON, D.D., LL.D.

Registrar, HENRY N. VAN DYKE, Princeton, N. J.

The University of the City of New York

comprises faculties of Arts and Science, of Medicine and of Law, the professors of each being elected by the University Council, which is the corporation. The University Corporation is in alliance with the Union Theological Seminary, conferring, on certain conditions, the degrees of B. D. and D. D. upon the graduates of the latter.

I.—THE FACULTY OF ARTS AND SCIENCE has under its charge three distinct lines of work.

1st. *The undergraduate work or University College.* The student may enter either the Classical or Scientific course, which alike are intended to give a liberal education, the latter offering more of Modern Languages and Natural Sciences than the former. For details concerning entrance examinations, and other information, and for catalogues, address Secretary D. W. Hering, care of the University.

2d. *The Graduate Division or Graduate Seminaries.* Graduates of any college of approved standing may become candidates for the Doctorate of Philosophy. Three major courses, in one group or seminary, must be taken for the doctorate. Two minor courses, in the same, or in another group, must be taken in addition. Beside these four courses, a thesis is required. For a Master's degree, only two courses are required. The three groups or seminaries are: (a) Language and Literature, (b) Mathematics and Natural Science, (c) Philosophy and History. For details of courses and other information address Register of the Graduate Division.

3d. Professional schools under the Faculty of Arts and Science.

(a) *The School of Engineering* enrolls students who have completed the Freshman year in the Scientific Course, and offers them a four years' course for the degree of C. E., the fourth year being Post-collegiate. For full information, address Prof. Brush, care of the University.

(b) *The School of Pedagogy.* For admission to the School of Pedagogy a student must be a graduate of a college of arts and science, or of a New York Normal School, or must present testimonials of general scholarship and culture equal to that received by graduates of the New York Normal Schools. Students are enrolled in Senior and Junior Divisions. The members of the Senior division, after completing the course of study and seven years of successful teaching, will be graduated with the degree of Doctor of Pedagogy. The members of the Junior Division, after completing the course and three years of successful experience, will be graduated with the degree of Master of Pedagogy. This is the first instance in the history of Education in which a University has promised special degrees to teachers who should master a full course of study in Pedagogy.

II. THE FACULTY OF MEDICINE.—The University Medical College or Department of Medicine of the University is in East Twenty-sixth street, immediately opposite Bellevue Hospital, between First Avenue and the East River. Hereafter matriculants desiring to become candidates for the degree of M. D., are required to pass an examination upon preliminary studies, except those who present certain testimonials which by the Rules of the Regents are accepted in the place of examinations. Beginning with the season of 1891-92, candidates for graduation, except such as have previously marticulated in this college, must have attended three full courses of lectures. Details concerning this change in the requirements will be published in the next catalogue.

THE FACULTY OF LAW.—The University Law School offers a two years' course for the degree of Bachelor of Laws.

Students may enter at any time, and while no previous course of study is required, careful preparation is urgently recomended. Blackstone's or Kent's Commentaries should be read, with constant reference to Abbott's, Bouvier's or Burrill's Law Dictionary; and the student will derive great advantage throughout his course at the School from the previous study of Pomeroy's Municipal Law, or Walker's or Warren's Introduction, of some elementary work on the Roman Law, such as Poste's Gaius, or Ortolan's Roman Law, by Prichard, Clarke's Early Roman Law, and of Stubbs's Select Charters and Constitutional History.

Note.—By the terms of an endowment made by the Woman's Legal Education Society, a course of "Lectures upon Law to non-matriculants, and in particular to Business Women," is given by Mrs. Emily Kempin, LL.D., under appointment by the University Council.

HENRY M. MACCRACKEN, LL.D., Vice Chancellor.

Williams College,

Williamstown, Mass.

Founded by Col. Ephraim Williams, who fell in battle at Lake George, September 8, 1755. Chartered 1793.

Corporate name: The President and Trustees of Williams College.

24 instructors; 311 students; 3,163 graduates.

Williams College maintains only an academic course, leading to the degree of Bachelor of Arts, and, after graduate work under certain conditions, to the degree of Master of Arts. There is no scientific or literary course of study and no degree is granted to irregular students.

Admission to the college is by examination or by certificate. The examination for 1890–91 will be held in No. 4, Hopkins Hall, Monday and Tuesday, June 22d and 23d, and Tuesday and Wednesday, Sept. 22d and 23d, and, in case the number of applicants warrants it, arrangements are made for simultaneous examination in places at a distance.

The examination may be divided by the student into preliminary and final. For the preliminary examination a student may offer himself only with the written approval of his instructor; certain subjects are reserved for the final examination, and no credits will be given for the preliminary examination, unless the student pass upon a substantial part of the work offered.

The right to send students by certificate is granted by special vote of the faculty to preparatory schools and academies upon the presentation of evidence that they maintain a good standard of scholarship, and the right is withdrawn if students coming upon certificate from any school are found to be insufficiently prepared.

Ability to read at sight in easy Greek and Latin is expected in the examination, but a thorough and accurate knowledge of the fundamentals in mathematics, and of the ordinary facts of Greek and Latin grammar is essential. Equivalents for the authors specified in the catalogue will be accepted.

For a specific statement of the terms of admission and the limitations of the certificate privilege, see the catalogue, pp. 23–28.

Students from other colleges of good standing are admitted upon certificate of honorable dismissal, but not to the senior class after the beginning of the second term. Examination is required upon subjects not covered by the certificate.

Provision is made for special students who for good reason may be unable to take up the full work, but no degree is granted to such students, and the right to attend classes is somewhat carefully restricted by special regulation (catalogue, pp. 26–27) to students of sufficient maturity and mental discipline.

The work of Freshman year in Greek, Latin, Mathematics and French, continuing the subjects of the preparatory course, but with considerable broadening of method in the direction of rapid reading and

attention to the form and subject-matter of the authors read in Greek and Latin. In Sophomore year, German, History, Physics, Biology and Chemistry are required ; the work is done largely by lectures or after laboratory methods. Greek, Mathematics and Latin are required for part of the year and continued as optionals, each student taking one of the three during the last half of the year. The required studies of Junior and Senior years are chiefly in the historical and metaphysical sciences ; this work continues to be considered, as it has been in the past in this college, especially important as an element in education.

The elective work of Junior and Senior years is explained in detail in the catalogue, pp. 31–37. The schedule is so arranged as to permit the grouping of similar studies, and the concentration of work upon history and political science, natural science and mathematics and astronomy, modern languages and literatures, philosophy, or classical philology. Still more important is the fact that the subdivision of the class into small sections allows special and individual work under the direction of the instructor. All the work in biology, physics and chemistry is done in the laboratories, two or three hours of such work counting as one in making up the six hours of elective work. The laboratory method is also followed in the higher mathematics, and for the electives in Greek and history there is a special room where working libraries, supplemented by books from the college library, are reserved for the use of students. For the Latin elective there is a similar room in the library building with access during working hours to the main library ; the electives in Greek and Latin have also a collection of about 4,000 dissertations and other philological pamphlets. It is the intention of the college that these newer methods of instruction and work in all departments, which are past modifications of the German *Seminar* system and which must be regarded as to some degree tentative, shall be used in advanced work as fully as the conditions of the American college permit. In this direction the small size of the elective divisions has been a great advantage, and has enabled the college to participate in the recent movements toward reforming and individualizing methods of instruction.

The college and society libraries contain about 40,000 volumes and 5,000 indexed pamphlets. Books are to be accessible to every student ; there are no closed alcoves. All departments of the library are open from 10 to 1, and from 2 to 4, and one of the reading rooms is open in the evening.

The Lasell Gymnasium is a new building and is equipped with the best modern appliances. It is under the control of a director, who advises students in regard to physical development according to the results of examinations and systematic measurements made at the beginning of Freshman year and repeated during the course.

REV. E. B. PARSONS, D. D., *Secretary.* FRANKLIN CARTER, Ph. D., LL. D., *President.*

Brown University,

Providence, R. I.

Announcement.

BROWN UNIVERSITY will, the coming Autumn, and each year hereafter, matriculate students for the Degree of Bachelor of Science [B. S.], and also for the Degree of Civil Engineer [C. E.]

The requirements for admission to a course for either of these Degrees will be as follows:

I. IN MATHEMATICS.

1.—Arithmetic, including the Metric System of Weights and Measures. 2.—Algebra, through Equations of the Second Degree, including Arithmetical and Geometrical Progression and the use of the Binomial Formula. 3.—Plane, Solid and Spherical Geometry. 4.—Plane Trigonometry, with the use of Logarithmic and Trigonometrical Tables.

II. IN HISTORY.

1.—The General History of Greece to the death of Alexander. 2.—Roman History to the end of the reign of Marcus Aurelius.

III. IN LANGUAGE.

The requirements in English composition will be the same as for the Degree of Bachelor of Arts. See in current Catalogue, page 28.

Of languages other than English there will be a requirement in two out of the following three, according to the student's option:

1.—In *French*, examination the same as for the Degree of Bachelor of Arts. See Catalogue, page 29.

2.—In *German*, examination the same as for the Degree of Bachelor of Arts. See Catalogue, page 29.

3.—In *Latin*, examination upon five books of Cæsar, or the equivalent of them in Cicero or in Vergil.

Entrance Examinations occur: In JUNE, the 18th, 19th and 20th. Applicants must be in attendance on all three days. In SEPTEMBER, the 14th and 15th. Applicants must be in attendance on both days.

Certificates will be received in place of these examinations, subject to the same conditions which prevail respecting the degrees heretofore given.

For further information apply to

J. C. STOCKBRIDGE, D.D., Register. E. BENJ. ANDREWS, D.D., LL.D., President.

University of Pennsylvania,

Philadelphia, Pa.

The University of Pennsylvania includes in its system a number of Departments, and as each of these has its own organization and officers, and publishes its own announcements, letters of inquiry on business should be addressed to the proper official as named below :

THE COLLEGE DEPARTMENT.—Horace Jayne, M. D., Dean, including The Course in Arts, The Courses in Science (Towne Scientific School), The Course in Architecture, The Courses in Natural History, The Course in Finance and Economy (Wharton School), The Course in Music. The Course in Biology, preparatory to Medicine.

THE DEPARTMENT OF MEDICINE.—James Tyson, M. D., Dean.

THE DEPARTMENT OF LAW.—C. Stuart Patterson, LL.B., Dean.

THE AUXILIARY DEPARTMENT OF MEDICINE.—Joseph T. Rothrock, M. D., Dean.

THE DEPARTMENT OF DENTISTRY.—James Truman, D. D. S., Dean.

THE DEPARTMENT OF PHILOSOPHY.—Horace Jayne, M. D., Dean.

THE DEPARTMENT OF VETERINARY MEDICINE.—John Marshall, M. D., Dean.

THE DEPARTMENT OF PHYSICAL EDUCATION.—Randolph Faries, M. D., Director.

THE MUSEUM OF ARCHÆOLOGY AND PALÆONTOLOGY.—Stewart Culin, Secretary.

THE LIBRARY.—Gregory B. Keen, A. M., Librarian.

The general catalogue may be had on application to the Secretary of the University.

Special Notice.

THE COURSE IN MECHANICAL ENGINEERING.—The course in Mechanical Engineering is one of the four technical courses offered in the Towne Scientific School of the College Department. In the Freshman and Sophomore years of that department the students of all except the last two enumerated above pursue the study of Rhetoric, English Literature, History, Mathematics, Mechanics, Chemistry, and the languages elected by the student with a view to his future course. He may choose between Latin and Greek, Latin with French and German, or French and German without Latin. At the end of Sophomore year the courses divide into essentially different groups of studies, any one of which may be taken by the student, and if one of the Science courses be elected it will take a Junior, a Senior and a Post-Senior year to complete it and secure the proper technical Degree, although the Degree of Bachelor of Science is given at the end of the Senior year. To enter upon the full course of Mechanical Engineering the preparatory work of the Freshman and Sophomore classes, or its equivalent, is required, as set forth in the college catalogue. The course in Mechanical Engineering was established as a branch of Civil and Mechanical Engineering in 1872. In

1875 the Whitney Professorship of Mechanical Engineering was created, and in 1876 the first Professor was elected. A number of graduates have taken the degree of Mechanical Engineer, and of these the majority are now holding responsible positions in their profession.

Instruction in this course is eminently practical and is given by recitations, lectures and very extensive laboratory practice. Mathematics, Chemistry, Physics, Drawing and Languages are continued into the Junior year, when the more technical studies are begun. Applied Mechanics is treated under the heads of Graphical Statics, Statics of rigid bodies, Hydrostatics and Hydraulics, Kinematics and Hydrodynamics. Steam Engineering is then taken up, and after a thorough course in theory each student is required to make calculations and furnish designs for special types of engines and boilers, including marine engines with their peculiar requirements as to displacement and stability. The steam laboratory is fully equipped with a steel boiler of 25 H. P., a 10x24 Hamilton Corliss engine, and an 8x16 Porter-Allen engine, with all needed apparatus in the way of pumps, calorimotors, dynamometers, condensers, gauges, indicators and testing machines. A floor space of 1,500 square feet is set apart for work in wood and metals, and furnished with benches, lathes, drills, and planes, although these machine appliances are kept strictly subordinate to the more essential hand and brain work.

As the greater part of the education of an electrical engineer must be mechanical, and as no mechanical engineer can be considered as fully equipped without a knowledge of electrical engineering, the University has declined to separate these courses or to create a new degree, but has made thorough provision running through two years for the instruction in this increasingly important branch. It begins in the Senior year with the study of quantity, potential, current, resistance, electro-static and magnetic measurements and the units adopted in practice. Measurements and the construction and calibration of instruments is then taken up, followed by the practical study of the best types of dynamos, lamps and conductors. A large laboratory is devoted to the practical work in this department, and is provided with an unusually extensive collection of standard instruments, and the numerous commercial appliances for electrical purposes. The classes are divided into limited sections for this work in order that they may receive the personal oversight of the Professor or Instructor in charge. During the coming year an extensive central plant will be erected to supply heat, ventilation and light to all the University buildings, and this, with its various types of boilers, engines, motors, dynamos and electric light system, will add immensely to the practical resources of this department in the way of accessible working illustrations.

The Evans-Roger Library of Engineering in the University Library is of special value to the students of this course, and in connection with it is maintained a full series of engineering periodicals, kept in such a way as to be constantly and readily accessible to the classes.

The University offers this course to those who propose to enter upon the profession of mechanical engineering with full confidence that it presents a complete and well rounded curriculum, calculated to give a thorough training in the principles underlying the divisions of the profession, and measurably in their application.

For further and detailed information regarding the course, application may be made to the Whitney Professor of Dynamical Engineering.

PROF. HENRY W. SPANGLER, University of Pennsylvania.

WM. PEPPER, M. D, LL. D., Provost.

Columbia College in the City of New York.

COLUMBIA COLLEGE in the City of New York at the present time consists of the School of Arts, the original college, founded in 1754; of sundry professional schools, to wit: the School of Law, the School of Mines, and its Medical Department, by joint resolution, the College of Physicians and Surgeons, admission to all of which, as candidates for professional degrees, is open to all students whether or not they are college bred men; and of the University Faculties of Law, Mines (Mathematics and Pure and Applied Science), Political Science and Philosophy, which conduct all courses leading to the university degrees of Master of Arts and Doctor of Philosophy.

The point of contact between the college and the university is the senior year in the School of Arts, during which year the students in the School of Arts pursue their studies with the consent of the Faculty of Arts, under one or more of the University Faculties.

The School of Arts.

The School of Arts, or the college proper, has a curriculum of four years' duration leading to the degree of Bachelor of Arts. Candidates for admission to the School of Arts must be at least fifteen years of age and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

For information concerning the School of Arts, address the Registrar of the School of Arts, Columbia College, New York.

The University Faculties.

The University Faculties of Law, Mines (Mathematics and Pure and Applied Science), Political Science, and Philosophy, taken together, constitute the University. These university faculties offer advanced courses of study and investigation, respectively, in (a) Private or Municipal Law, (b) Mathematics and Pure and Applied Science, (c) History, Economics and Public Law, and (d) Philosophy, Philology and Letters. Courses of study under one or more of these university faculties are open to members of the senior class in the School of Arts, and to all students who have successfully pursued an equivalent course of undergraduate study to the close of the junior year. These lead through the Bachelor's degree to the university degrees of Master of Arts and Doctor of Philosophy.

For information concerning the degrees of Master of Arts and Doctor of Philosophy, address the Secretary of the President, Columbia College, New York.

The Professional Schools.

The professional schools of Law, Mines, and Medicine, receive, on terms prescribed by the faculty of each school, all students, as well those not having pursued a course of undergraduate study as those who have, as candidates for professional degrees.

1. The School of Law, established in 1858, offers a three years' course of study in common and equity jurisprudence, medical jurisprudence, criminal and constitutional law, international law public and private, and comparative jurisprudence. The degree of Bachelor of Laws is conferred on the satisfactory completion of the course. The courses in constitutional and international law and comparative jurisprudence are conducted by the Faculty of Political Science.

For information concerning the School of Law, address the Secretary of the School of Law, Columbia College, New York.

2. The School of Mines, established in 1864, offers the following courses of study, each of four years' duration, and each leading to an appropriate professional degree; namely, mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and

applied chemistry, architecture; and as graduate courses, of two years each, sanitary engineering, and electrical engineering.

For information concerning the School of Mines, address the Registrar of the School of Mines, Columbia College, New York.

3. The College of Physicians and Surgeons, by joint resolution of June 18, 1860, the Medical Department of Columbia College, offers a three years' course of study in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine (M. D.)

For information concerning the Medical Department, address the Secretary of the College of Physician and Surgeons, 437 West 59th St., New York.

The Non-Professional Schools.

The University Faculties of Political Science and Philosophy conduct respectively the Schools of Political Science and Philosophy, entrance to which is open only to students who have completed their junior year in the School of Arts, or in some other college maintaining an equivalent curriculum.

1. The School of Political Science, established in 1880, embraces courses in constitutional history and law, history of political theories, political economy and social science, Roman law and comparative jurisprudence, administrative law, international law, and history.

2. The School of Philosophy, established in 1890, embraces courses in philosophy, philology, and letters.

For information concerning the Schools of Political Science, and Philosophy, address the Secretary of the President, Columbia College, New York.

SETH LOW, LL.D., President.

COLLEGE CRIES.

Allegheny—"Alleghe! Alleghe! 'rah! boom: Allegheny!"

Amherst—"'Rah; 'rah 'rah! 'Rah 'Rah 'rah: Am-h-e-r-s-t!"

Bates—"B-a-t-e-s! 'rah! 'rah! rah! Boom-a-la-ka! boom-a-la-ka! boom-a-la-ka! boom! Bates! boom!"

Bowdoin—"B-o-w-d-o-i-n! 'rah! 'rah! rah!"

Brown—"'Rah! 'rah! 'rah! 'rah! 'rah! 'rah!"

California—"'Ha, 'ha, 'ha! California! V. C. Berkley! Zip! Boom! Ah!"

Colby—"C-o-l-b-y! 'Rah, 'rah, 'rah!"

Columbia—"Hurray, hurray, hurray! C-o-l-u-m-b-i-a!"

Cornell—"Cor-nell, ! I yell, yell, yell, Cor-nell!"

Dartmouth—"Wah, who, wah! Wah, who, wah! Da, didi, Dartmouth! Wah, who, wah!"

Dickinson—"Rip, 'rah, bus, bis! Dickinsoniensis!"

Georgetown (D. C.)—"Georgetown, 'rah! Georgetown, 'rah! Georgetown, tiger, sis, boom, ah!"

Hamilton—"'Rah, 'rah, rah!" Ham-il-ton! Zip, rah, boom!"

Harvard—"'Rah, 'rah, 'rah! 'Rah, 'rah, 'rah! 'Rah, 'rah, 'rah! Harvard!"

Hobart—"Hip, Hobart! Hip, Hobart! Hip, ho! Hip, ho! Hip, Hobart!"

Indiana—"I. U! I. U! I. U! 'Rah, 'rah, 'rah! saith boom, bang!"

Iowa, University of—"S. U. I! S. U. I! gidd, giddy, um! S. U. I!"

Kansas, University of—"Roch, chalk! Jay hawk! K. U!"

Kenyon—"Hika, hika hika; K-E-N-Y-O-N, Ken-Yon, Kenyon!"

Lafayette—"'Rah, 'rah, 'rah! Tiger! La-fay-ette!"

Lehigh—"Hoo-rah,h'ray! hoo-rah,h'ray! h'ray! h'ray! Lehigh!"

Middlebury—"Midd', Midd', Middlebury! 'Rah!, rah,! 'rah!"

Minnesota, University of—"'Rah! 'rah! rah! Ask-your-man! Min-ne-so-ta!"

Mt. St. Mary's—" 'Rah! 'rah! 'rah! M.-t-St.-M-a-r-y's!"

Naval Academy—" Hurrah! Hurrah! Hurrah! Hurrah! Tiger-Ziz-z-z! boom! ah-h-h."

New York, College of the City of—" 'Rah, rah, 'rah! C. C. N. Y!"

New York, University of the City of—" 'Rah, 'rah, 'rah! N. Y. U! sis! boom! ah-h-hi j"

Notre Dame—" 'Rah, 'rah, 'rah!" U-N-D! U-N-D!"

Pennsylvania, University of—" Hoo-rah! Hoo-sah! Hoo-rah! Penn-syl-va-nia!"

Princeton—" Hurrah! Hurrah! Tiger-sis-s-s! boom! ah!"

Rochester—" Hoi! hoi! hoi! 'rah! 'rah! rah! Rochester!"

Trinity—" 'Rah! 'rah! 'rah! Trinity! Boom-rah! boom-rah!"

Tufts—" 'Rah, 'rah, 'rah! 'rah, 'rah, 'rah! Tufts!"

Union—" 'Rah, 'rah, 'rah! U-n-i-o-n! hikah! hikah! hikah!"

Vermont, University of—" 'Rah, 'rah, 'rah, 'rah, 'rah, 'rah! U.-V.-M.! 'Rah, 'rah!'

Virginia, University of—" 'Rah, 'rah, 'rah! U-ni-V. ! 'rah, 'rah, 'rah! Var-si-ty! Vir-gin-ia! '

Washington and Lee—" Chich-a-go-runk! go-runk! go-runk! ha, ho, hi, ho! Wash-ing-ton and Lee!"

Wesleyan University—" 'Rah, 'rah, 'rah, 'rah! Wes-lei-an-a! 'rah, 'rah, 'rah, 'rah!'

Williams—" 'Rah, 'rah, rah! Will-yums! yams! yams! Will-yums!"

Wisconsin, University of—" U! 'rah! 'rah! 'rah! Wis-con-sin!"

Rutgers—" 'Rah! 'rah! rah! bowwow-wow! Rutgers!"

Rensselaer Polytechnic—" 'Rah! 'rah! 'rah! 'rah! 'rah! 'rah! Rens-se-laer!"

Stevens Institute—" 'Boom-'rah! Boom-'rah! Boom-'rah! Stevens!"

St. John's—" S-J! S-J! hip, hip, hoo-ray, hoo-ray!"

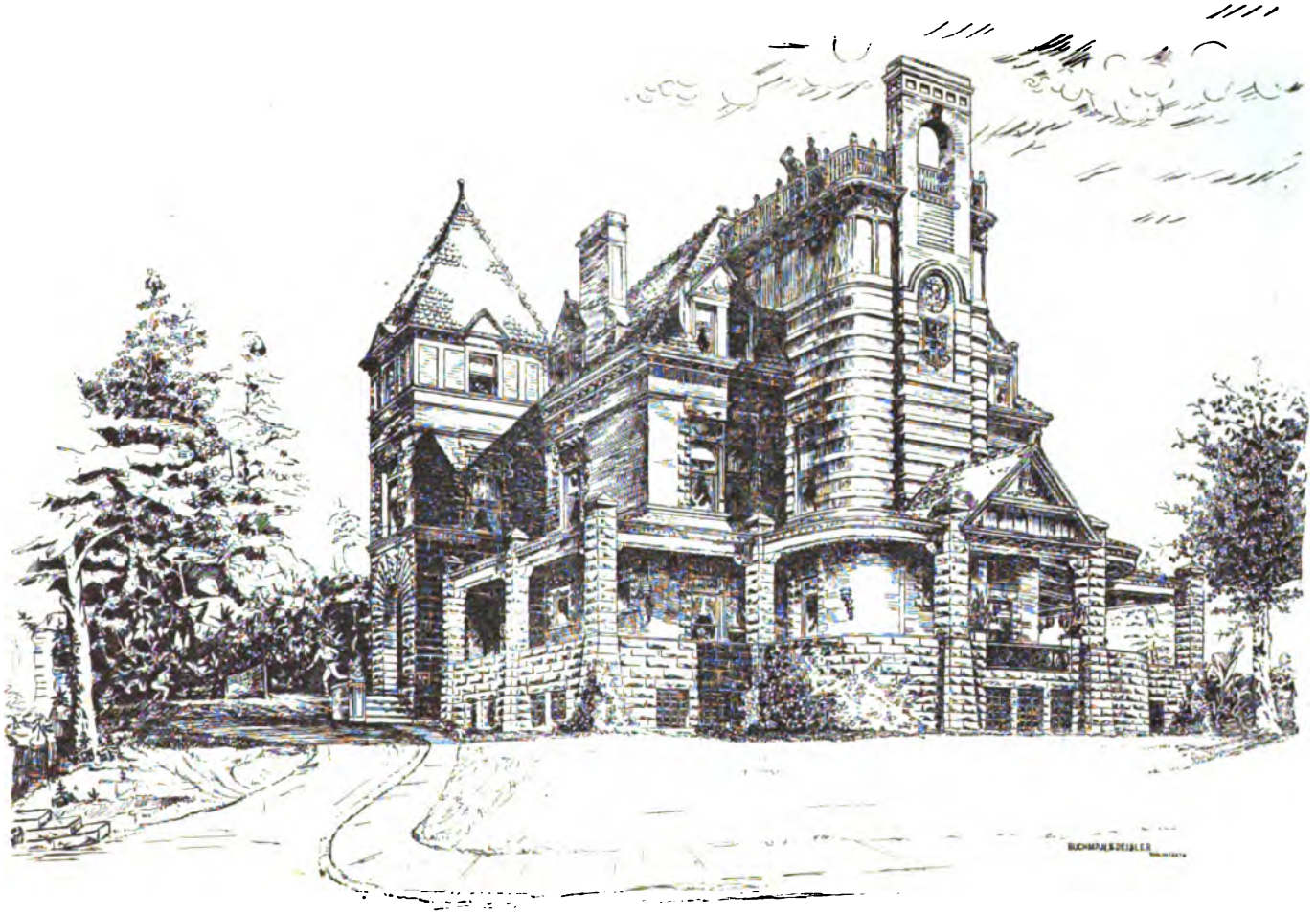
Swarthmore—" 'Rah, 'rah! 'rah, 'rah, 'rah, 'rah! Swarthmore, Swarthmore! hoo-rah!"

Tennessee, University of—" 'Rah, 'rah! bim-boom-bee! 'rah, 'rah! Tennessee!"

University of the South—" 'Rah! 'rah! 'rah! U-ni-V.'rah! 'rah! rah! rah! Var-si-ty of the South. Se-wan-nee!"

Wooster, University of—" 'Rah, 'rah, rah! W-! two O-ster! bang! boom! whiz!"

Yale—" 'Rah! 'rah! 'rah! 'rah! 'rah! 'rah! 'rah! 'rah! 'rah! 'rah! Yale!"



A MODEL CHAPTER HOUSE.

Of gray limestone, Roman mottled brick and red tiles, recently begun by the Psi Chapter of Zeta Psi, at Cornell, Ithaca, N. Y.

HARVARD COLLEGE
JUL 8 1891
LIBRARY.

THE
UNIVERSITY MAGAZINE.

A special publication, issued on the first of each month, identified with the general interests of all higher seats of learning.

Contributions, suitable for the columns of THE UNIVERSITY MAGAZINE, will always receive careful attention. Manuscripts, when not accepted, will be returned.

JAMES WILTON BROOKS, LL. D. W. G. ELIOT, Ph.D., Editor.
REPRESENTING THE PROPRIETARY INTERESTS,
70 South Street, New York City.

TERMS, PER ANNUM, $3.00 IN ADVANCE. SINGLE NUMBER, 25 CENTS.

NEW YORK, JULY, 1891.

Evolution and Revolution.

BY HON. ANDREW DICKSON WHITE, A.M., LL.D.

In the large sense, the first term of this subject includes the second, for all revolutions are doubtless parts of the great evolution of humanity; but you will allow me to restrict the meaning of the words and distinguish between them in accordance with common usage, so that my subject might perhaps be paraphrased as Progress by Growth and Progress by Catastrophe.

Few realize what a fearful price has been paid hitherto for the simplest advances of our race. Take a few examples out of many :

Before England could learn what are to-day the plainest things in the proper adjustment of legislative and executive powers, the nation was dragged through a fearful civil war, and through a long period of consequent demoralization : one king losing his head, another his crown. Before France, in the 17th century, could understand the simplest relations between her industrial policy and that of neighboring states ; before she could realize that workmen on one side of a frontier are not necessarily the enemies of those on the other side, but rather helpers and co-workers, she was dragged through a series of wars which brought her to utter ruin ; before, in the 18th century, she could learn what are now the axioms of political science applied to taxation, she had to go through a period of revolution, a period of anarchy, two periods of bankruptcy, two periods of despotism, with endless shedding of blood upon scaffolds and battle-fields and street-pavements. Before the world learned to accept the simplest axioms of toleration at the treaties of Passau and Westphalia, rivers of blood flowed through every great nation in Europe. Before the Prussian State could learn to allow political thinkers to work

out the problem of her adjustment to modern ideas, she had to be crushed in battle, humbled in the dust by diplomacy, and to go through ten years of waste and war. Before the Austrian Empire could learn the principal relations of education to public policy, several generations had to be taught by humiliating catastrophes, and, among these, Austerlitz, Magenta and Sadowa. Before Italy could work out the problem of political unity, there came three hundred years of internal suffering; and before our own nation could learn that the Declaration of Independence is made up of something other than glittering generalities, she had to go through the most fearful civil war in human history.

Thus far, then, the progress of humanity, as regards political, social, and religious questions, seems to have been largely, if not mainly, by revolution. Among the many examples, let us look more especially at some which come near to us.

Take first, the process by which the British Colonies on this continent were finally separated from the mother country. Two ways were before those entrusted with leadership in great Britain during the last half of the last century; the first was that chosen by Burke and Pitt; it was large, just, statesmanlike. Both these men labored for the supremacy of right reason in American affairs; Burke's speech on "Conciliation with America" is probably the foremost piece of forensic reasoning in the English language, and possibly the foremost in any language. Could these men of right reason have had their way, the American Colonies would have remained for many years longer attached to the mother country; the sturdy, vigorous English and Scotch emigration, instead of being diverted into other channels, to Canada, the Pacific Islands, India, and South Africa, would have continued to enrich and strengthen the civilization of this Republic; the separation, when it did come, would have been natural and peaceful; the population of these States would thus have had a far greater proportion of that Anglo-Saxon element which would have enabled it to assimilate the masses of less promising elements now flooding us, and which are possibly the new barbarian invasion fated to end this empire, as the old barbarian invasions ended the Roman Empire.

But evolution by right reason was not to be; if Pitt and Burke were apostles of evolution, George III., doggedly conservative, and sundry Americans, fiercely radical, were apostles of revolution, and the revolutionary method prevailed. The result was the immediate loss of much precious Anglo-Saxon blood, for large numbers of the best and truest men and women, who were loyal to the mother country as a matter of conscience, were driven beyond our borders; still worse, the inflow of Anglo-Saxon blood from abroad was stopped almost completely. Though men like Washington, Franklin, Hamilton, Adams, and Marshall, built mostly upon the foundations already laid, and did their best to prevent bitterness between the two nations becoming chronic, every thinking man will now at least suspect that the evolutionary process—the peaceful development of constitutional liberty in the colonies—their

gradual assumption of State and national dignity, would have saved great suffering to mankind, and probably in the long run would have produced a stronger republic and a sounder democracy.

Take next the French Revolution : in the time of Louis XVI., one of the greatest statesmen, and possibly the most unsuccessful that humanity has ever produced, strove to develop free institutions by a natural process, and thus to avert a catastrophe. Turgot saw that the old despotism was doomed, that the new era must come; therefore it was, that he proposed a system for the general education of the people; for the gradual development of political practice; for the gradual assumption of the duties of free men, first in the provinces, and finally in the nation at large. By comprehensive measures, he sought to put the people gradually and safely in the possession of their rights, and in the discharge of their duties. He stood at the parting of the ways; could the nation have gone on in the path of peaceful evolution marked out by him, it is, humanely speaking, certain that constitutional liberty would have been reached within a few years, and substantial republicanism not long after. What weary years would have been avoided,—the despotism of the guillotine, of the mob, of the recruiting officer,—twenty years of ferocious war, —millions of violent deaths,—billions of treasure thrown into gulfs of hate or greed !

But on the other side stood against Turgot, the forces which made for progress by catastrophe and revolution ;—the ultra conservatives, like poor Marie Antoinette, the leading nobles, the leading churchmen, and hating them, but really their truest allies for evil, the ultra radicals, like Robespierre, Danton, Marat, and their like: both sets of fanatics, conservative and radical, working together for revolution ;—conscientiously intriguing, orating, lying, murdering ;—creating an atmosphere, first of fanaticism, and finally of hypocrisy, in which all noble thought seemed to perish. In spite of the work of Turgot, and of all those who caught his spirit,—men like Bailly, Lafayette, Mirabeau, who exerted themselves in behalf of progress by evolution, there was progress by catastrophe ;—the Paris Massacres, the LaVendée Massacres, the Avignon Massacres, the Red Terror and the White Terror, Revolutionary Wars and Imperial Wars, Jacobin Despotism and Napoleonic Despotism, the First Invasion and the Second Invasion, the First Indemnity and the Second Indemnity, the Bourbon reaction and the Commune, the whole line of sterile revolutions and futile tyrannies each bringing forth new spawn of intriguers, doctrinaires, and declaimers.

Take next our American Civil War. That a contest between Slavery and Freedom was drawing on many years before 1861, all men see now ; various American statesmen saw it then, and they tried to avert it. Only one thought out a great, statesmanlike measure: that man was Henry Clay. He proposed to extinguish slavery gradually, naturally, by a national sacrifice not at all severe : in fact, by a steady evolution of freedom out of servitude. His plan was to begin at a certain year, and to purchase those newly born into slavery, until gradually, through the ex-

tinction of the older members of the African race by death and the enfranchisement of the younger members by purchase, slavery should disappear.* It was a great, statesmanlike plan. It might have been carried out for fifty millions of dollars. Revolutionists on both sides opposed it: revolutionists in the South would have none of it, for it was contrary to their theory that slavery was a blessing, sanctioned by the Bible, and embedded in the Constitution: revolutionists in the North would have none of it, because it was contrary to their theory that one man ought not to buy another. The result we all know: slavery was indeed abolished, but instead of being abolished by a peaceful process, involving an outlay of fifty millions of dollars, it was abolished by the most fearful of modern wars, at a cost, when all the loss is reckoned, of ten thousand millions of dollars, and of nearly, if not quite, a million of lives. Thus had we political and social progress by catastrophe rather than by growth,—progress, not by evolution, but by revolution.

History is full of such examples: let me give one finally, beginning further from our time, but ending nearer it. In the latter half of the last century the Empire of Germany was the very seat of unreason and injustice. Its political institutions were a farce in which not one great national purpose could be properly served. Its judicial institutions were a jungle in which lurked every sort of legal and political beast of prey. Its social institutions were based on conventionalism; its religious institutions were imbedded in private disbelief and public intolerance. Then arose a true man, Joseph the Second: he attempted to save the Empire by appealing to right reason; by stimulating thought and diminishing despotism; by infusing humanity into the laws, and simplicity into the administration of justice; by the development of education; in fact, by an evolutionary process. All his efforts were rejected, and he died of a broken heart.

But the progress he sought has been accomplished by wars extending through a whole century, by the sacrifice of innumerable lives and untold amounts of treasure, by the humiliation into the dust of those who opposed the evolutionary method; indeed by the destruction of their rights, of their privileges, of their immunities, nay, of themselves; and finally, by the blotting out of the Old German Empire under Austria, and the establishment of the New German Empire under Prussia. The ruling classes would have none of the kindly reasonableness of Joseph the Second, the apostle of evolution, and they had to bear Napoleon and Bismarck—apostles of revolution—men of blood and iron.

And at this moment, we have, in one of the greatest nations in the world, an example of the same revolutionary process as distinguished from the evolutionary. In the middle years of this century, Russia, having been steadily developed in ways more or less rude by the efforts of Peter the Great, Catherine the Second, and Nicholas the First, found itself under control of a just and kindly Czar—Alexander the Second.

*See Schurz's Life of Henry Clay. Boston and New York. 1887. Vol. II., p. 317.

He accepted the spirit of his time, freed the serfs throughout the vast territories of Russia, abolished a mass of absurdities, infused a better spirit into old institutions, improved the laws, increased justice, and prepared the way for a constitution. It was my fortune, as a young man, holding a subordinate diplomatic position at St. Petersburg, to see this transition from the stern beneficence of Nicholas to the more kindly beneficence of the Second Alexander. Everything seemed moving in the steady, peaceful evolution of a strong constitutional Empire, when suddenly, between the extreme votaries of despotism on one hand and of nihilism on the other, all was dashed in pieces; the Czar was a mangled corpse in the streets of St. Petersburg; a policy of extreme reaction set in. Occasionally since, those who favor a more peaceful evolution have seemed to gain momentary control, but it is clear that the progress of Russia is to be by revolution—that the attempt is making to hold back modern thought by great dams and bulwarks, until the flood rises so high that a catastrophe comes, a breaking away of dams and bulwarks under revolutionary pressure, to be followed by successive phases of devastation, reactionary and revolutionary.

The question now arises, is this the necessary law of human progress? Must the future of mankind be no better than the past in this respect? An orator has recently answered this question with a phrase; he tells us "all great reforms must be baptized in blood." But is this the law of the *future?* There is much, indeed, to support this view. The possibilities of human unreason are vast, and might lead us to take a sad view of the future, as we are forced to take a sad view of so much in the past, but on the other hand there is much to give us hope. The very law of evolution itself seems to encourage us. It would seem to show us that not only better results but better *methods* may gradually be evolved. This better side of human progress is seen in every country; an early display of it to our race came in Great Britain in 1688; it came again in the year 1832, and it has been shown by various peaceful reforms during our own history.

The whole question is a question of price; the development of the race is to go on; the one question is, what price shall we pay for it? Must we still secure it, as so often in the past, by these vast sacrifices, or may it be secured in the future by reason and the spirit of justice?

ANDREW D. WHITE.

(*To be continued.*)

Methods of Study in French.

BY PROFESSOR COURTNEY LANGDON, BROWN UNIVERSITY.

TWO extremes, elementary grammar, and such a study as phonetics, are continually encroaching with their respective methods upon that middle ground which is more important for general culture than either. The first is hardly worth having, unless it serves as a preparation for entering upon the second; the third can be valuable only to those whose object is rather to devote themselves to extending and improving the instruments necessary to the acquisition of culture, than to the assimilation of the means of culture already within reach. The middle territory is the province of undergraduates, or of graduates who, wanting far more than a mere smattering of French, still do not care to enter upon the totally distinct field of what I might call Romance Physiology. What then is the precise nature of this middle field,* which it is the duty of a Professor of Romance, Languages and Literature to develop, and what are the best methods to be followed in working it, with reference to the peculiar constituency of college classes, and to the possibility of culture within the reach of a college course? To attempt some answer to these questions is the object of this paper.

Let me say, first, a few words about college examinations. Every one knows the temptations which they usually offer students to deceive. Reform, here, can easily be brought about by a personal method. A sufficient number of grammatical questions can be printed, so that each pupil shall have his own set, and there can be distributed for translation the separate pages of a text, from which all can be expected to read at sight, but which none can have anticipated. Each man's work will thus differ from that of his neighbor, and none will be tempted to avail himself either of "ponies," or of another man's aid. Hence the class can at the start be treated like gentlemen, instead of having watchmen set over them to detect insultingly expected attempts at deceit. This is a matter upon which too great stress can hardly be laid, for it is of vital importance that the pleasantest and most courteous relations should, from the beginning, be established between teacher and students.

The word "France" means something very important to the modern man, and her share in the evolution of our civilization is a matter which cannot be ignored by any who aim at the ideal now set before us, to which we are beckoned by the coming century, namely, a broad, cosmo-

*This article is part of a larger treatment, wherein the nature of this field is more particularly discussed.

politan culture, which would avail itself of the light of all torch-bearing races and ages. The man who would be cultivated must needs know France, by which I mean, that he must assimilate somewhat of the mighty influence which it is the glory of that nation to have contributed toward the realization of what is best in man. To have, at one's fingers' ends, the rules of French Grammar, to be able to translate watered French into smooth English, or to pass an examination on a primer of French political history, will not accomplish this. France must be allowed to speak for herself; she must reveal her soul to us in her own way. This she does in her literature, and in the peculiar genius, in the peculiar flavor, if I may so say, of her language.

A sympathetic knowledge of France, and of the great masterpieces of her literature, through which, as she has become conscious of herself and of her mission, she has revealed both to mankind, is the great aim of study in this field; I may here say that the four years of college life are just the ones in which this aim can be best pursued.

The Freshman's object is to enlarge his vocabulary as much as possible, to become deeply conversant with idiomatic peculiarities, and to make his own the genius, the "esprit" of the language, without which nothing of value to culture can be attained.

Familiarity with both the body and the soul of French speech is his aim. We become familiar with persons in proportion as we see them frequently and under a large variety of circumstances, not by meeting them once or twice and being told all about them. So, familiarity with a language can only be attained by much reading, by having its words and constructions brought to our attention so frequently that at last we come to know their meaning unconsciously. The student must learn *French*, and not that relatively useless art of translating a certain limited number of French pages.

Translation is, I hold, the great bane of language-study; it is a necessary evil, to be dispensed with as soon as possible, and is useful only for purposes of testing a student's comprehension of the text. Translating French into English means reducing everything to terms of English, and hence stands in the way of learning to think as Frenchmen think. It reminds one of the Englishman who lived many years in France, but who could never learn to use francs and centimes without reducing them to shillings and pence. To learn French is to learn to think in the French way and to need no other garb for our thoughts.

The student must also learn *France*. He must come to know what sort of a person a Frenchman is. His sympathies and interest must be enlisted in what he is reading. May I not say it, unless he has frequent cause for laughter and admiration during his reading, he has not really learned either French or France? I have said that translating is a bad thing. Let me draw down upon myself all the thunder and lightning latent in academic clouds, by adding that I hold grammatical botanizing, reciting and marks to be equally bad. Here it comes, for I hear some one loudly protesting in favor of the old methods, which have ob-

tained such live results in the classics, in favor of "drill" and of "accurate scholarship." As to the results in the classic tongues, so unfortunate are they, according to an article in a recent number of *Public Opinion*, that Latin, having been reduced to "a means of mental gymnastics, * * * few, even among college professors, can read it fluently and at sight." Drill and accurate scholarship are excellent, but is there not a love-drill as well as a fear-drill, an accurate scholarship of the life-giving spirit as well as an accurate scholarship of the letter that killeth? Let the spirit be sought, and all that is really necessary of the letter will be added unto it.

This being the case, the teacher's object is to compel the student to give an interested and intelligent attention to what he is reading, and to get him over a field of reading sufficiently large to enable him to become, before he is aware of it, at home with any page of modern French. The subject matter should be chosen with reference to its own intrinsic value and interest, and to the tastes peculiar to young men. But that is not all; *the teacher must teach.* He must provide himself with every facility to do this, among the most essential of which is time; three hours, of 50 minutes each, per week, can hardly be considered too much.

This vitally important point leads me to a severe criticism of the usual recitation method, which, though it has attained results of a certain kind, has not attained and can not attain the highest possible results. By it, the teacher, almost unconsciously, relinquishes the function of teaching, that is, of interesting, inspiring, and putting soul into his subject, and becomes little more than a hearer of lessons, a task-master, a daily examiner. The class seems to meet the professor with the sole purpose of taking each his turn in proving that they have done the work assigned them. Each man in turn translates a paragraph, answers questions, gets corrected, and then sits down to listen, or not listen, to the similar experience of his class-mates. The teacher's object is evidently to test each hour the work of as many men as he can. If he succeeds in getting over the little ground which it is thus possible to cover, he has no time left to teach. Teaching is confined either to the grammar, dictionary, and notes, which are generally few, far between, and dry as chips, or to such help as each student's recitation and mistakes may chance to afford. This sort of teaching is utterly impersonal and soulless. What are grammars and dictionaries but dissected corpses, useful only for anatomy and verification? The teacher must teach. I do not forget that the student must do outside work of his own, and much of it too, if he would make the best use of what he is taught; nor that he must be held up to it strictly. What I maintain is that the hours available for personal teaching should not be appropriated to testing the results of impersonal teaching.

I make bold to present, in outline, a method of class-room work, which, though far from perfect, cannot but remove the causes of many acknowledged evils, furthering those higher objects of study which the old system too often defeats.

(1.) Let instruction and the tests of progress be separated, by holding short examinations during the term as frequently, say, as twice a month.

(2.) Let these examinations cover simply the difficulties overcome during the preceding fortnight, *i. e.*, the advance guard.

(3.) Let the term examinations be long enough to be thorough, and let them be marked with such impersonal strictness as to make them involve the fear-incentives to work needed by negligent or indifferent students.

(4.) Especially, let the teacher study *with* his class, putting himself as nearly as possible on a level with them, by reading to them, explaining, illustrating, reminding, soliciting and answering all proper questions, and by making every effort to *interest* them, not only in the peculiarities of idiom, but in the underlying soul of the language and the thought of the author.

In class it is for the teacher to do the work, for he alone can hold the attention and interest of all. Let him translate the text carefully, striving not for good English equivalents but to justify the French words, order and idiom. After he has read a page, let him stop to answer questions on it and then go on, and thus read all that the time will permit. Now what is he doing? Why, he is teaching the class to read at sight. More than that, he is making all his pupils critical. Lightly passing over familiar words and lines, he stops only to explain difficulties and rare words. As he does so the men take notes, which, being intelligently made, are of the greatest help in remembering the difficulties which they solve. Having tried this method I can assure others that it is not, as sometimes said, an easy one for the teacher. The teacher takes the student's place, being subjected to constant fire. The class learns to approve or disapprove of his renderings, and is at times mercilessly critical. As the men grow more and more familiar with the language let him read everything easy in French, translating only unfamiliar words and passages, thus weaning them away from translation rather than making them adepts therein.

(5.) Finally, let the class be held responsible for all the ground thus covered, being advised to read each hour's probable work in French before meeting the instructor, and to study it carefully afterward.

Experience has taught me that such a method has many excellencies. The faults in it are those which will be found in any system under any method. Some young men will be boys and not study. Some it will seem impossible to interest, while others, by far the most difficult to handle, are those who are precociously *blasé* and "know it all." These are, however, few in number, and are not worth considering.

In the way pointed out the traditional gulf between teacher and pupils will be bridged. The hour will be spent in sharp intellectual work, quickened by interest, all hands busily taking notes and criticising, an exercise which is surely the best of drill. As there is nothing

to dread during the hour, absences will be few. If he is fit for his position, the teacher will hold the attention of all and fix it upon the whole work of the hour. That is what he is there for. Printed translations will become auxiliary helps to the teacher, and not means of deceiving him, while pencil notes, taken intelligently in class, will become aids to memory and not a device for obtaining higher marks. The relations between class and professor being only cordial, there will be no need of discipline to preserve order, for the professor will be looked upon as a fellow-student with whom they are engaged in a positively enjoyable occupation, and in preparation for a future impersonal examination. The great charm of this plan is that the *teacher can teach*, and teach in the only true way, by becoming a fellow-student with his class, respected as young men always respect those who are in sympathetic relations with them, and from whom they get, by means of that very sympathy, soul and mind food. At the term examinations let him put on all the severity necessary. He is then another man, and strictness then will obtain the same results as sympathy before.

One of the prime conditions to the success of this method of imparting instruction, a condition to which I have barely alluded, is the choice of texts to be read. They should be in modern French—they should be characteristically French, and not English-French; they should be as suggestive as possible of the genius of the people of whose thoughts and feelings they are the accepted expression.

To my mind a professor of a foreign language and literature holds a peculiarly responsible position, for he is a sort of representative of its people to the college in which he teaches. He stands for England, Germany, France or Italy, as the case may be, and *all* his energies should be loyally devoted to his mission. Hence, it is his supreme duty to reveal the genius, the soul of the people he represents. For, as an individual author has a soul, so has a people, so has a language a soul, and, indeed, even the idioms and words which compose it can claim the like. This soul-complexity it is the function of the language-professor, to the extent of his ability, to reveal. In return, all who set before them this ideal, will find, that soul is cultivating as nothing else is, and that it will never fail to interest all young men who have any business to be in college.

I treat here mainly the work and methods of the first year. These are important to lay a broad and solid foundation for the future work of the course. Those of the class who pass the final examinations are now prepared to take up either distinctly literary work, or else to enter upon some course of reading calculated to help them make a so-called practical use of the language.

COURTNEY LANGDON.

The New York Greek Club and Dr. Howard Crosby.

BY EUGENE LAWRENCE.

MANY years ago—I think it was in 1859—was founded a society among us that one would wish might last forever. At all events, it exists and flourishes still. It was founded upon an earlier literary association; but the form it finally assumed was impressed upon it by two of the best Greek scholars of the time, Professor Drisler, of Columbia College, and Dr. Crosby, Chancellor of the University of New York. It was called the "Greek Club." It object was to read and comment upon the best Greek authors, to discover their real meaning and opinions, to correct and improve editions, and profit by the latest results of European and American scholarship.

The club was to meet weekly at the home of one of the members; each member was expected to read in his turn some portion of the Greek work selected for study; from eight to ten in the evening was given to the reading. Conversation and criticism followed; then a plain supper at which only tea and coffee were allowed, and more pleasant conversation that in the early time often lasted until after one in the morning.

No rigid rules confined our club; it studied only simplicity, but never were the rules of attendance and of careful research more perfectly observed. Friday evening was chosen for the meeting, and never a Friday evening came that Dr. Crosby and Dr. Drisler, except for some plain necessity, did not appear punctually at the appointed hour, and nearly every other member of our club. The storms of winter never kept us at home. We braved the snows of December and the chill nights of March. In summer the club had its vacation; but even then we sometimes met in the country; in fact our duty to our club was performed in the face of every obstacle, with rare fidelity. Dr. Crosby was always the animated leader of its debates, eager in criticism, and in defense of his own opinions, never weary of study or of research. Among the members who were with us, and who profited by the discussions, were many well known names. Charlton Lewis, the fine Latin scholar, Eugene Schuyler, W. Legget, the excellent teacher, who inherited the good taste of his uncle, William Legget, Prof. Overheiser, Dr. Walton, Prof. Charles Morris, of Johns Hopkins, Charles Astor Bristed, R. B. Minturn, C. Whitehouse, two brothers Crosby, professors, and many others. I am sure that the influence of the club founded by Dr. Crosby and Dr. Drisler has been felt in many branches of literature, and has helped to encourage learning and spread good taste. Many scholars from different parts of the country and from Europe have been present at its meetings, and its silent labors have not been unnoticed in distant lands.

We selected some book by the consent of the members, some dialogues of Plato, Aristotle's Politics, Pindar's odes, or a Greek tragedy or come-

dy, and read it carefully from the beginning to the close. No line was omitted, no difficulty passed over. I remember with what ardor we assailed the "Politics" and with what satisfaction we penetrated to the meaning of its concise and obscure sentences, its real wisdom and universal truth; we felt, too, its faults. Possibly similar societies—classical clubs—may exist in many of our cities, towns and colleges. At least they would be useful. We are beginning to feel more than ever that our republic is founded upon intelligence. With Washington, Jefferson, Adams, Lincoln and Grant, we must study more closely than ever the free leagues and communities of antiquity, and drive back the tide of mediaeval barbarism that sometimes threatens to overwhelm us.

EUGENE LAWRENCE.

The College Press.*

BY STEPHEN FISKE, A. M.

"IT is but fair to remind the Alumni, and to inform our new President, that I am only an Alumnus by adoption—let us say, an Alumnus by brevet. Fifteen years ago, when we held our first dinner, at the old Delmonico's, on Fourteenth street, President Campbell presided, and I was asked to respond to this same toast. You will remember that President Campbell took the affairs of this life seriously—he had the true Scotch sense of humor:

Seldom he smiled, and smiled in such a sort
As if he mocked himself, and scorned his spirit
That could be moved to smile at anything!

"But when I modestly stated that I had graduated, not exactly at the head of my class, but two years ahead of it, he suddenly surprised us all by bursting into Homeric laughter. From that moment I was restored to the Alumni—saved by the grace of a joke—a brand plucked from the burning—a prodigal son taken indoors to the feast of the fatted canvas-back—and, ever since then, I have been indulged in all the privileges of the Alumni, such as being requested to contribute to the College library,

* Address delivered at Rutgers College Alumni Dinner, Feb. 27, '91, in honor of the inauguration of President Scott.

to subscribe for the *Targum*, and to send my poor donation to the Athletic grounds.

"All this, Mr. Chairman, was the result of my premature connection with the College Press. Thirty years ago the *Rutgers Quarterly* was started, and I wrote for it a little story in which I ventured to protest against the insufficient examination's and the official lukewarmness in the enforcement of college rules. I was accused of describing, in that story, under another name, Professor Proudfit as asomatous—a head (a big head) without a body, like the trick of Herrmann, the magician. I was charged with saying that Professor Strong regarded mathematics as too good a joke and laughed at us when he should have lectured us. It was said that I had told of President Theodore Frelinghuysen the story that he repeated, 'Youth is the time to serve the Lord!' so mechanically, that—God bless him!—he had preached it to an eighty years' old darkey who was sawing wood on the Campus!

The very head and front of my offending
Had this extent—no more!

"But this was sufficient to induce the Faculty to suggest to me that I had better become a professional journalist, and seek my field of labor in the wide, wide word. I went; but mark the ring of the sequel: The editors of the *Quarterly*, who had accepted and published my story, and who were thus quite as much to blame as myself—if anybody were to blame—*participes criminis*—if there were any crime—remained to gather the glories of graduation, and one of them is now our esteemed and beloved Vice-President, Doolittle, who contradicts his own name by doing much for the College.

"Now, gentlemen, you may exile the student, but the idea remains; you may banish the truth-teller, but you cannot destroy the truth; you may take little David by the collar and spank him for throwing stones, but he has had his sling, and no power can resuscitate the Goliath of stupidity whom he has left as dead as the proverbial doornail. From that little story in the *Quarterly* came the leaven that leavened the whole College. The stupid old routine had been made ridiculous, and in such cases ridicule kills. The Presidency might have passed down from Frelinghuysen to Proudfit, from Proudfit to Strong, and the College might have continued to dwindle until the Senior class could go out driving in a buggy, and the Freshmen ride on a single pony; but no; the alarm had been sounded; the old ruts were deserted; the Campbells were coming; the Gates—the President Gates—were opened to progress and reform; until now the good work has culminated in the election of a live man—a man full of the spirit of the times—who will carry on and complete the revolution in Rutgers, begun by that little grain of mustard seed—or Cayenne pepper—in our first College periodical.

"For many years the colleges of this country were as opposed to the press as—as the Democratic party. I am a Democrat, like Governor Hill and President Austin Scott, and I speak by the card when I say that the old Democratic party, before the War, ignored the press as

much as possible, and that it has never produced one single great journalist to rank with Horace Greeley, Thurlow Weed and George D. Prentice among the old-line Whigs. Well, gentlemen, extremes meet, and the colleges then imitated the Democratic party. Robert Bonner tried to break down the barrier by engaging College Professors to write for the *New York Ledger*. It was a queer combination—Edward Everett and Sylvanus Cobb, Jr.; Fanny Fern and Dr. Proudfit. Then came the Civil War, which made the newspaper a necessity in every home, because every home was represented by father, husband, son or brother in the battles which the newspapers reported. The colleges were then opened to the press, because the roll of honor was no longer kept by the college librarian, but by the war correspondent. The next, and perhaps the most potent factor, was College athletics; for what was the use of having some fellow kick your shins, or of your skill in breaking some other fellow's bones, if the papers did not chronicle these more than Olympian games and print bad portraits of the victorious and defeated teams?

"Well, so it came about that the press and the colleges were reconciled, until now almost every institution has its weekly, monthly or quarterly publication—with our *Targum* well to the fore. We have a UNIVERSITY MAGAZINE which includes all American colleges. We even have a college which undertakes to teach journalism, forgetting that the true journalist, like the poet, is born, not made. But my point is that all of these periodicals are now allowed to give fully and amply the very college news and gossip which the various Faculties used to overstrain their powers in carefully keeping from the general public.

Nevertheless, the tremendous power of the press—that power which makes and unmakes parties, dictates to presidents and kings, and dominates the world—the power of immediate and widespread publicity, is not yet wholly arrayed on the side of collegiate education. We still sometimes hear what Daniel Webster called "that miserable interrogatory," what is a college education worth in practical business life? But I now believe that the hour has come and the man! At the banquet of the Board of Trade, at New Brunswick, on Washington's birthday, I was presented to an erect, trim, military-looking young gentleman, with flashing eyes, and Jacksonian hair, and a manner full of nervous energy, who seemed to me like a youthful General of the Army. He was Dr. Austin Scott, our new President, and, when I had recovered from my surprise, I saw in him a real general of the noble army of educators—an embodiment of collegiate education militant—an incarnation of the revolution and the reform in old Rutgers!

"The leading business men of New Brunswick told me, at their banquet, that Dr. Scott had made his influence felt for good before he had been three months in the city, and that now, among all classes of citizens, his word was as law. Then I heard his speech, in which he declared that a man's duty was to do the work before him; not to delve, like a mole, too far into the bookwormy past, nor to fly too far upon the

wings of imagination into the uncertain future, but to stand his ground and work. And then, at last, I knew that I had before me the ideal and the real President for Rutgers College, who would bring the grand old institution into touch with the advance guard of the age, and ensure for it a continued and increasing prosperity—a college president whose achievements all journalists would be proud to chronicle, and whose success history, that greater journalism, whose pen he had wielded with the illustrious Bancroft, would, in due time, record and immortalize."

The Wooing O't.

BY WILLIAM SIGDEN, HARVARD, '82.

"LAWRIE, I want you to meet a lady in whom I am interested," said Dick Stuyvesant, as he seated himself in the most comfortable easy-chair in his friend's bachelor apartments. "You're a Harvard man and a New Yorker; presumably therefore, a man of taste. I want your judgment.

"She resides in the suburbs, not far away. Will you go with me to-night? Come, dine at the club at six and we'll take the eight o'clock train."

"Well, I've nothing special to do, I guess I will," said his friend, interestedly, as he handed a cigar.

"It isn't often that you Columbia men want advice on such matters and I think it rather a compliment and a lark. Who is this Circe who has entrapped you?"

"AS HE SEATED HIMSELF IN THE MOST COMFORTABLE EASY CHAIR."

"Fanny Vance. You don't know her, but you shall, if you like her, this evening," continued Dick.

So it was agreed and shortly after the two men separated. Later they were ushered into the parlor of the young lady's home.

A rustle of feminine skirts and she appeared through the portières. As the light fell full upon her features, and Dick Stuyvesant was explaining that he had met Lawrie Revere, his old Andover chum, at the club, and had ventured to bring him out to present him, the latter was saying to himself:

"What a beauty! I don't blame the poor devil for being infatuated."

"Miss Vance, allow me to present my second self, Robert Revere," said the younger man, stepping back slightly as his friend bowed his acknowledgment of the smile and nod from the girl.

She was somewhat below the average height, with well-rounded figure, and fair, intellectual face. Her cheeks were continually blush-tinged; her eyes deep blue, with pupils constantly and strongly dilated and surmounted by finely-arched eyebrows. Her willful moods were invariably, but unconsciously indicated by a restless change in the arrangement of her heavy, light-brown hair, which at such times was "banged" in the fashion of the day, but at all others was brushed back in waves from a low forehead.

Her chief charm was a smile, which played constantly about the corners of her mouth, giving it an expression of *diablerie* that riveted the gaze of even the casual observer.

Salutations over, it soon became evident that the elder man of twenty-six was minutely observing her and studying her characteristics, while yet appearing to pay strict and courteous attention to her bright sallies. The younger, Richard Stuyvesant, did the larger part of the talking.

After a half-hour's chat, Revere, rising, bid adieu to

"YOU DON'T KNOW HER—"

both and departed. His short stay gave Fanny Vance a sense of uneasiness and disappointment. Accustomed, young as she was, to have men at her call as long as it suited her whim, here was one apparently not interested enough to remain an hour.

A few hours later the two friends greeted each other in the railway station on the homeward trip.

"Well," exclaimed Stuyvesant eagerly, "what do you think of her?"

Shaking his head slowly, the other replied: "Certainly a charming little woman, but I am not satisfied with her for you. I want you to make a better match."

"You're a crank, Lawrie, and nothing is good enough to please you," exclaimed Stuyvesant impatiently, and they continued to talk of her in particular, and of women in general at varying intervals, until the train rolled into the station a half hour later.

A twelvemonth had passed when Revere, strolling into the reading room of the University Club, found Stuyvesant with his hands in his pocket, gazing reflectively from the window into the trees of Madison Square Park.

"Hello, Dick, what's troubling you?"

"The devil! Is that you, Lawrie?"

"Hardly, my boy, though at times I've been told I looked like the devil; but that was usually after some "bat" the night before," replied Revere, smiling.

"Good, but I didn't mean exactly that. I was thinking how nice it was of you to come here just as I was thinking of you, and wanted you especially."

"You remember our trip a year ago? Well, I've decided, and I want you to go with me and tell me what you think of my chances, for I don't want to fail, and, confound your coolness, you seem to know by intuition about such things. Will you go?"

"Certainly, old man," said Revere, "if you really think I can help you in so important a matter as risking your life in a pretty woman's wedding ring." "When do you go?"

"To-morrow, Friday morning, at nine. Meet me at the New York & New Haven depot, and don't fail, will you? You're a brick. I hope you'll win your wife, some day, hands down, for your friendliness to-day."

As Revere walked musingly home through the Square to his bachelor apartments, he thought, half aloud: "What a fool I'd think Dick if I didn't know him so well! He is a bright fellow, and a smart one, too; but in such matters as these he is always too fast or too slow. The very business traits that make him a success in the world and among men, make him a failure in love. 'Tis strange that his college training and his association among society fellows there has not remedied that defect in him. After all, a man must be to the manner born, or it takes a lifetime to acquire that *savoire faire* that marks the gentleman. I love the fellow anyhow, and if I can help him I will."

In the early part of the next afternoon the two men were driven from the station to the principal hotel of the most beautiful of the villages in the heart of the Berkshires. It was a bright day in the early part of June when the principal occupants of the hotel, were the aristocratic summer visitors, who had more means and leisure to spend on their summer outing than their fellows.

Revere remained for a moment or two leaning back in the coach, to watch the reception accorded his friend, who had bounded up the steps to meet Fanny Vance.

While they are chatting together Revere alighted, and leisurely ascending the steps of the verandah had scarcely reached the top before Miss Vance, glancing back over her shoulder with a woman's curiosity to know who else might possibly have arrived, espied him, and with an expression of mixed surprise and suspicion, advanced towards him, exclaiming, with a deepening color, " Why, Mr. Revere, this is a surprise ! What accident of fate has brought *you* here? I have not seen you for a year."

" The memory of the smile I saw at that time would be sufficient, but Dick's company clinched the matter."

With an impatient toss of the head at the hollowness of the reason and the blunt compliment, she led them to the desk and telling the clerk to give her two friends the best rooms at his disposal, left them.

Alone in her room Fanny Vance stamped her foot passionately and exclaimed, " I hate that man Revere ! " and then laughed at the intensity of her spite. " I wonder what he is here for? " Later, while dining all together at their table in the great dining hall with her mother, Revere was conscious of the furtive glances that she frequently cast upon him when she thought no eye was upon her.

He thought little of himself but much of how he could serve his friend.

Later and until long after midnight the low murmur of voices issued from the room occupied by the two men.

" Well Dick, I fear her reception to me, almost a stranger, was about as cordial as to you, her old friend. For that reason I do not believe your ground is yet sure. Wait a little. Be as attentive and considerate as possible, but wait. If you do propose, telegraph me your happiness."

Early next morning Revere left the hotel and the town.

Monday evening, on his way home from the office, Revere having heard nothing from him, knocked at the door of Stuyvesant's study in his elegant city home and without waiting for a reply hastily entered. One glance at Dick and his face fell.

" Damn that woman, you threw and lost, poor fellow ! " and he sympathetically squeezed Dick's hand.

" Don't speak so harshly of her, Lawrie, I love her dearly nevertheless. She said it was all so sudden to her ; she was only a girl yet ; she *was* fond of me ; but—well, she really couldn't marry me. She didn't

"IT WAS TO BE THE SOCIETY MARIAGE DE CONVENANCE."

"IN HIS FRIEND'S BACHELOR APARTMENTS."

think she loved me well enough for that. You were right. If I had waited as you told me I could have won her."

He dropped back into his chair with a moan. Sleeplessness and the resulting carelessness of attire had made sad havoc with the man usually the soul of good nature and scrupulous neatness. The feeling of pity that overcame Revere and kept him spellbound and silent for some time suddenly gave place to one of anger. The light that came into his eye and the compressed lips belied the cheery voice with which he said, " Never mind, old boy; you'll live to see the day when you will smile over this affair and wonder how you could have been so broken up over it. She was not worthy of you as I told you. No true woman rejects an honorable man. She never allows him to go so far as a proposal unless she intends to accept him. This is your first *affaire*, and you'll recover in time, though I'll confess that a man's first love marks him for life no matter how devoted he may be to the woman he afterward marries. I'll prove to you yet that Fanny was unworthy.

He left him somewhat calmed, and with his tact and imperturbable good nature called for him later to almost drag him to a comic opera then in great favor.

A systematic attempt to divert Dick's mind succeeded so well that at the end of seven months Revere found him leaning against the edge of a proscenium box at the Bachelor's Ball, with the white rose of a committeeman in his coat.

Watching him amusedly for a few moments, he saw him drop a flower into the lap of the evening's belle. The shy look in her face, and the murmured reply as she looked into Stuyvesant's face, told of a victory at last. But he saw that, to Dick at all events, it was to be the society *mariage de convenance.*

Apart from the crowd, leaning against one of the pillars supporting the upper tier of boxes, stands a man easily mistaken for an Englishman. About the medium height, fair complexion, calm, thoughtful, gray eyes, brown hair and a lighter beard brushed away from the centre of the chin, he had the regular features and earnest expression found so often in the Puritan gentleman. It was none other than Lawrence Revere. Caring little for womankind, he was courteous to them all, believed in the society of the best of them, recommended all his bachelor friends to marry, and never thought of it himself. He stands now, idly gazing at the passing throng of dancers, exchanging nods and salutations, knowing many and courting few.

Presently, an amused smile flits across his face. Stuyvesant, the envied of all men, has joined the throng, and he watches him approach.

A decorous exclamation of pleased surprise, and they are together.

" Where on earth did you come from to be here to-night, Lawrie?" " When did you return from Montana?" " Why did you so suddenly leave town a year ago?"

"I see you are cured, happy, and to be envied," said Revere, evasively. "I saw you do it. I've been watching you for an hour."

"Yes," replied the other, enthusiastically, "she *is* a prize, and I don't see how I won her. We will probably be married in a few months, and now that you are here, opportunely as usual, you will be my best man of course.

"But answer me about yourself, since my life is settled."

Revere motioned to a seat in the nearby empty box, and began:

"I left for Montana, because I wanted to divert my mind. Why? you ask. Because, one evening, in a parlor quite familiar to you, I leaned over the end of a piano, once familiar to you, and gazed into the depths of a pair of violet eyes, *yet* familiar to your memory, and watched some arched eyebrows, not quite unknown to you, and I felt as those eyes looked into mine, while the fingers won from the keys the strains of 'The Lost Chord,' it was time for me to look after my mines. The music was dying away, the moisture-dimmed eyes of the player had dropped to the keys, when an irresistible impulse seized me, and I kissed that beautiful forehead, once so familiar to you, and slipped my arm around the little waist, with which you were *un*familiar, kissed the quivering lips of a half-averted face, till a burst of tears told me that I ought to be on the train to Montana, and I went; but not until I confessed to myself and to her that had I not known seven good fellows to lay their broken hearts at her feet, I would have been proud to point to her as the one woman to whom I would cheerfully bow the head, and to whom I could trace every good inspiration within me for the balance of a life.

"She buried her face in her hands, and I've not seen her since."

He hesitated a moment, and then added:

"Dick, I think you are avenged, but it has cost me dearly to teach her the cruel lesson." Scarcely had the words left his lips when his face grew white, one hand clutched the cushioned rail, and he reeled, only saved from falling by Dick's arm. Recovering, he flushed, and, saying hastily, "I must go now," was about to leave, when Stuyvesant suddenly and firmly refused to let him. "Wait a minute, man, I've something for you that I can never give you again. Promise to wait five minutes and I'll let you go."

Revere reluctantly assented, and Dick disappeared.

Nobody had noticed the lady who had just entered an adjoining box and staggered almost fainting into her seat.

Revere waited one minute, two, five, and left the box. As he passed the adjoining box, from the ante-room of it came a hurried appeal for water. Passing swiftly into the box, he stopped short, and stammered out:

"Miss Va——, Fanny!"

With a smothered cry, she fell into his arms, and when, a moment later, Dick returned, he found nobody in his box, but two very flushed faces in the next.

"On the whole, I think I can recommend Bachelors' Balls for the adjustment of unhappy lives," exclaimed Stuyvesant, delightedly, "but you stole a march on me, Lawrie.

"I had seen her earlier in the evening, and I went to find her, but you found each other.

"I'm sorry you are not to be my best man, but we'll have a double ceremony. God bless you!"

WILLIAM SIGDEN.

"SHE RESIDES IN THE SUBURBS, NOT FAR AWAY."

Dr. Dwight's Gavel.

THE gavel now used by the President of Yale University on all occasions where he presides at meetings in connection with the University, has a peculiar history not perhaps generally known to the Alumni. It was presented to him by the Executive Committee of the Yale Alumni Association of Fairfield County, Conn., at a dinner given in his honor on the 13th day of February, 1888. The presentation was made by the Rev. G. S. McNeille ('63), whose address was as follows :

Mr. President and Gentlemen of the Association : Almost all who are present this evening will remember with pleasure our delightful reunion last October at Greenfield Hill.

Dr. Effingham H. Nichols, of New York, gave us in the name of his brother and sister a cordial and eloquent welcome to the old manse. In the course of his speech he alluded to the fact that a portion of the Academy originally built for Dr. Dwight a hundred years ago, was still standing in the vicinity of where we were met, and he exhibited two pieces of wood taken from the oak timbers of the old building from which he had announced his intention of having a gavel prepared, which should be presented to the PRESIDENT OF YALE UNIVERSITY. He requested me to see to the matter for him, and the result has been that I caused two gavels to be prepared, which were given to the Executive Committee by Dr. Nichols this afternoon. One of these, MR. PRESIDENT* I had the honor of presenting to you at an earlier stage of our present gathering, the other I hold in my hand.

It is a venerable relic, and interesting to us because of its association with the learned scholar and divine of an earlier day, whom all Yalensians delight to honor. I have recently seen a manuscript, prepared some years since, in his extreme old age, by Uriah Buckley, giving many interesting reminiscences of Greenfield Hill. He records, among other things, that when he was a lad his father called him to the window and pointed across the green to the workmen who were engaged in raising an academy for the Rev. Dr. Dwight, and that the building was erected in 1786. Mr. Buckley has now for many years been dead. He was probably the last man who could remember the building ; the school house in which Dr. Dwight first gained his great reputation as a teacher. Of that larger school, to which he lent the lustre of his name after he left the Hill, we who are gathered here are the alumni.

You will notice that the head of the gavel is adorned with two broad silver rings bearing inscriptions. For these inscriptions I alone am responsible, and Dr. Nichols, whose modesty is known to us all, though what he has done for this association is not so well known, has found

*Turning to Rev. G. S. Plumley, Pres. of the Y. A. A. F. C.

fault with me because of the appearance of his name. I will read the inscriptions, and I am confident in advance that the use of Dr. Nichols's name in this connection will commend itself to you and to the gentlemen who are present.

The first inscription reads as follows :

Made from wood furnished by
EFFINGHAM H. NICHOLS, LL.D.,
Out of the original Dwight Academy,
Erected at Greenfield Hill, 1786.

The inscription on the second ring is as follows :

Presented to
TIMOTHY DWIGHT,
President of Yale University,
By the Alumni Association of Fairfield Co., Conn.,
Bridgeport, February 13, 1888.

The end of the handle bears a fac-simile of the seal of the Association, in silver enameled in black.

And now, MR. PRESIDENT OF THE UNIVERSITY, on behalf of the Alumni Association of Fairfield County, and as a mark of our regard for yourself, and reverence for your honorable office, I beg to present for your acceptance this gavel.

It is a relic which you will, no doubt, highly value for its associations with a somewhat remote past in your family history, as well as for the testimony it brings to you of our esteem and affection.

In giving expression to the sentiment with which I am about to conclude, I hope, sir, that I do not go beyond the feelings of those who have honored me with this task. In your hands as the President of Yale University, may this gavel give at least *three mighty strokes*. *First*, a stroke in behalf of a thoroughly sound and disciplinary higher education to be valued for its own sake, and for its effect in training and enriching the power of the mind.

And in the *second* place may it give a stroke pledging the University to furnish its students a thorough course of athletic and gymnastic training, to the end that a perfect physical machinery may enclose and support refined mental discipline.

And in the *third* place may it give a stroke which shall assure all who are concerned that in Yale University education is not divorced from religion, but is intended to fit the men who pass through her academic halls to do justly, to love mercy, and to walk humbly with God.

Cheers were then given for "President Dwight and the Gavel."

Some Ideas on Popular University Education.

BY MELVIL DEWEY, A. M.

THE University Extension movement in reaching, in a single year, 40,000 people scattered all over England is working a complete revolution. Competent observers tell me there is no doubt of this. It is simply inspiring to go there and see how the work is going on, and to listen to the lectures given before the University Extension classes.

I remember one evening the profound impression made upon me when I dropped in at a lecture on chemistry in the Whitechapel district, in the very centre made notorious by the exploits of "Jack the Ripper," and saw the room filled with an audience all attention as they were taught by a professor from a famous English school. He had his regular classes, but was able in the evening to do this work without difficulty. In the same way in our own colleges, even where the professors have heavy work, their lectures being already prepared for college use, it would not be, as President Adams fears, so serious and difficult a matter for them to go out once or twice a week and give an evening lecture.

There is a grave danger before us because of the very magnitude and success of this University Extension movement which marks a distinct epoch in higher education. Inevitably when anything meets with unusual favor there is a large class anxious to take up the idea—in colloquial language, "to jump on and ride,"—so we have already in a dozen places in this country work going on or advertised as "University Extension."

In Philadelphia the University people have it in hand and it is a credit and is bound to be a success, but in numerous other cases the work is either a few spasmodic lectures by college professors, or often, much worse than that, a simple application of the popular name University Extension to some old course of lectures without the addition of those features which have given University Extension its great success; in short, no University to extend, and some of them should be called not University Extension, but "third-rate academy extension," or, in one case that I recall, the extension of a mere educational adventurer.

Our only safety is in guiding and controlling this movement from the old-established Universities and to remember that the lecture is by no means the most important part of the work done in the weekly classes. The paper work or exercises done at home, not as a test of memory, but with reference books and plenty of time to show the student's grasp of the subject is likewise important. If the Universities do not take this work in hand, as the public have a right to demand that they shall, it will fall into the hands of people who will bring discredit upon the whole movement and perhaps delay for a generation the enor-

mous advantages that will result to our country by utilizing the principles and methods of University Extension, which have been proved so practical and valuable in England.

What we need is not more colleges, but better ones, and to extend their work not by founding new and weak institutions, but by making each present University a centre, with out-lying people's colleges, which shall be to the central university what the mission station is to the strong church.

Had I the time I could say much on the subject of this movement, which I am profoundly convinced is the most important educational matter of the century. I can but believe that every strong college or university would wish to join in carrying on the work if it should give time enough to its study to understand thoroughly what it has already done, and the even greater things that it is clearly possible to do along these lines.

MELVIL DEWEY.

The Basis of Knowledge.

In olden time, so I have heard,
A student came to ask a word
Of Doctor Faust, with due submission;
To ask this sage with all good grace
In what consists deep learning's base;
Said Doctor Faust: "Why, intuition."

In modern times at this we scoff;
A student comes and asks a Prof..
"Professor, hearken to my mission;
I've come to ask with all good grace
In what consists deep learning's base?"
Then speaks the Prof.: "Why, in tuition."

—*Cornell Era.*

A Sequel to the Famous Fiske Will Suit and Cornell University.

THE Fiske Will suit, which involved the title of Cornell University, as the residuary legatee of Jennie McGraw Fiske, attracted the attention of the college world and the general public, not only on account of the large amount involved, but the prominence of the parties to the contest and the worthy object for which the property was bequeathed.

Another fact which gave it prominence was that it was carried through the Courts of this State, and finally to the Court of highest resort, the Supreme Court of the United States.

John McGraw, a wealthy resident of Ithaca, N. Y., died in 1877, leaving his property to his only child Jennie.

Professor Willard Fiske, of Cornell University, a scholar who had travelled extensively, met Miss McGraw, and not long afterwards they were married at the home of their friend, Andrew D. White, President of Cornell, and at that time the American Minister to Germany, by her pastor, Rev. Amos B. Beach, D. D., and in the presence of Judge Doug-

las Boardman, of the New York Supreme Court, the executor of her father's will.

On her return home she purchased an extensive estate and commenced the erection of a beautiful home which she filled with costly bric-a-brac, collected from all over Europe and from Egypt.

This mansion, standing near the University grounds, attracts the attention and admiration of every visitor to Cornell.

But she never lived to see it completed, nor to occupy it.

She died within a year after her marriage at Ithaca.

By her will she left to her husband the sum of three hundred thousand dollars, though he had signed an ante-nuptial contract never to make any demands upon her estate after her death.

After making some bequests to relatives, she made Cornell University residuary legatee of all the remainder of her property, estimated to be worth one and a half million dollars, for a library building and its support, and a small sum for a cottage hospital for students.

Charles P. Bacon, a young lawyer and Cornell graduate, and an intimate friend of Professor Fiske, discovered a clause in the charter of the University, limiting the amount of property which the University might hold to $3,000,000; also that she had bequeathed more than one half of her property to a charitable institution which rendered the will void under the laws of the State of New York.

An action was commenced by Professor Fiske to annul the will in which the heirs of his wife afterwards joined, against the University.

Professor Fiske retained young Bacon, who associated with him David B. Hill, then Lieutenant-Governor of the State, when it was discoved that he was *ex-officio* a trustee of the University, and therefore could not appear against himself.

Mr. Bacon thereupon associated with him Mr. George F. Comstock, of Syracuse.

The University engaged Mr. Samuel D. Halliday of Ithaca, and Judge Edwin Countryman, Ex-Judge of the Supreme Court, of Albany.

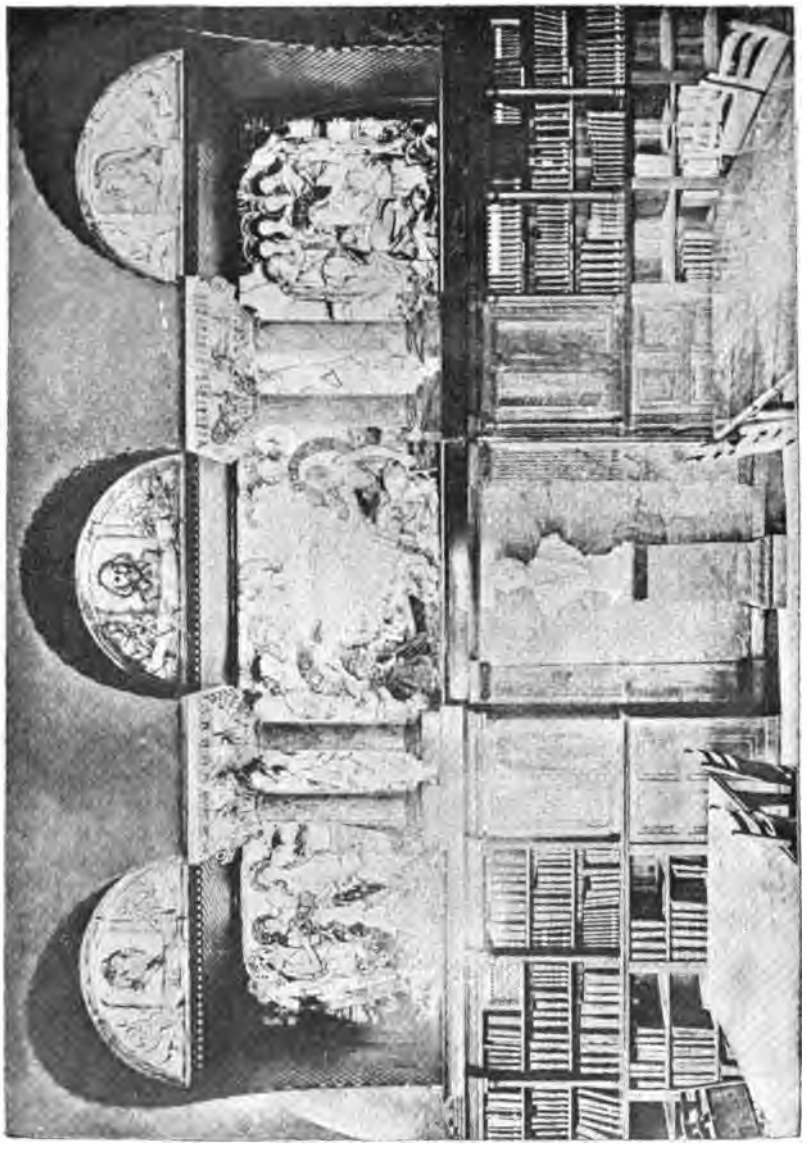
The Surrogate admitted the will to probate, when it was carried to the Supreme Court, then to the Court of Appeals, and finally to the Supreme Court at Washington, where the University was represented by Senator George F. Edmunds, and which decided against the University and in favor of Professor Fiske and the heirs.

Before the final decision, Hon. Henry W. Sage offered to advance the money to build a library building, which is now nearly completed, to cost $250,000, and to endow it with $300,000, which was to belong to the University in case the suit was decided adversely to it.

Now comes the pathetic part of the story when one recalls the immense sum diverted from the cause of education into the coffers of the lawyers: It is understood that Professor Fiske who now lives in an elegant home in Florence, Italy, has left by his will all of his property to the University.

MURRAY E. POOLE.

GEORGE A. ADEE—YALE, '67.
The Famous Yale Oarsman.



THE MEMORIAL WINDOW IN CHITTENDEN LIBRARY—AT YALE.

Recollections of College Life at Yale, Fifty-six Years Ago.

BY REV. GEORGE W. NICHOLS, A. M., D. D.

I was but a youth, being only a little past fourteen years, when I entered Yale College as a student, in the year 1831, fifty-six years ago. What a long period of human life to look forward to, as well as to look back upon! I can scarcely realize it; how shall I ever forget that eventful autumn day, when leaving my home and father's parsonage, at Bedford, N. Y., I started forth on what was then considered a long and tedious journey, by the slow stage coach (there were then no cars or steam-boats), with my well-packed trunk, not without some good things in it, and a Bible and Prayer-book, placed in it by a mother's loving hand, bound for the distant College, there to enter for the first time those academic halls of which I had heard such wonderful accounts in my younger days, to pass my examination in presence of the august members of the Faculty (I mean no disrespect), and thence to step forth from the College Chapel where our examination was held, with the proud conviction that I had stepped up also several pegs higher above the ordinary ranks of humanity, and was now enrolled as one of the members of the Freshmen Class. Oh, how relieved I was after passing successfully that examination, and how proud and elated I was as I descended the steps of the College Chapel and strolled down arm in arm beneath the elms with one of my fellow-students, gazing ever and anon upon those wonderful College buildings, or upward into the strange faces of my new-made classmates.

I went back to my hotel, my mind ever busy trying to reconcile myself to my new situation, and proceeded the next day to select my room, which (if my memory serves me right) was No. 62, "North Middle College." Not without some misgivings, and tender thoughts of home and the home circle, I proceeded to occupy my new abode. It was but a plain and humble apartment in a rough old-fashioned brick structure, called "North Middle College." It looks now more forbidding than it did then, for those days were days of comparative poverty. The buildings were humble and poor, not much style or ornament about them. The college was poor, and the professors poor, I mean poorly paid; but still they were gifted, able and learned men in their professions. But to proceed with the description of my room, room-mate, etc. As I said before, my room was a humble apartment, scantily furnished, no carpet on the floor; a plain study table made of pine, not mahogany, occupied the room, a few plain chairs, a wash-stand, bowl and pitcher, an oil lamp, and a Franklin stove for burning wood. I do not remember then, whether coal had been discovered in that far distant epoch; at any rate, if discovered, it had not been brought into any extensive use. Once a

week the janitor and sweeper would come round and remove the ashes, remarking at the same time mischievously, that "being an over zealous Churchman, he always kept Ash Wednesday every week." And now as to my room-mate; who do you think he was? I will tell you; he was a large portly man of giant proportions, with heavy black whiskers, possessed of great physical strength, and much my senior in years, a perfect contrast to a poor delicate youth like myself. The thought of making my abode with such a giant stranger was enough almost to frighten me, but being told that he was a Christian man, and peaceably disposed, this served to quiet my fears. His great physical developments soon gave my room-mate quite a distinction, and he was chosen Bully of the Class. This was brought about in the following manner: The practice of "hazing" or smoking the Freshmen by the Sophomores was then in vogue, and we had been suffering from these annoyances and other indignities on the part of the Sophomores, when my room-mate, who stood for some time quietly surveying the scene, suddenly arose, and seizing three of their number, gave them a most violent shaking up, and finally laid them prostrate in one promiscuous heap on the entry floor. The story how they came there was kept a profound secret by the victims, but my schoolmate awoke the next morning an illustrious man; he was chosen Bully, or head military and presiding officer of the class, and soon after inducted into that office with fitting honors.

But oh! that College Bell! who shall be able to forget its sharp ringing tones, which vibrated on the morning air, and summoned us all, at 5 in summer and 6 in winter, to daily morning prayers in the College chapel, and thence to the recitation rooms, prepared or unprepared? Asleep or awake, you could hear that sound, summoning you by every stroke of that bell, and listen to that hurrying crowd of footsteps over the college grounds—many having hardly completed their half-finished toilets, running in haste to reach the chapel before the beginning of the services; well knowing that a failure to accomplish this would be attended by two marks, which the ever watchful monitor inscribed against the name of the delinquent. And as to those recitations in the recitation rooms, what shall I say in regard to them? If you knew each lesson, it was all very well, but if not—I have sometimes heard of the "anxious seat;" but it seemed to me, that if there ever was a *real anxious seat, it was that seat* in those recitation rooms, when you sat there in suspense, knowing full well that you had not mastered your full lesson, and yet might be called up to recite, by the Tutor, who drew his names promiscuously from his box. No doubt some of us thought then that these prompt habits and severe daily drillings of the recitation rooms, were a pretty hard method of acquiring knowledge, and that "much study was truly a wearisomeness to the flesh." But we have lived long enough, now, to know that our instructors were right in subjecting us to this college discipline, and that it is this discipline which has made us what we are to-day.

Scarcely had one year of college life rolled over our heads, ere our studies were subjected to a severe interruption by the appearance, for the first time in our country's history, of that most dreadful scourge of humanity, the Asiatic cholera. This dread visitant first made its appearance, in the City of New York, June 21, 1832. It swept over the land, carrying dismay and terror wherever it went—even amid the ranks of the medical Faculty. Like all the principal cities, New Haven was visited by the scourge. The whole college and the students became alarmed, and with the permission of the Faculty, most of them dispersed to their homes. This gave me an unexpected and welcome opportunity of visiting the home of my father and mother, at Bedford, New York. The welcome faces, the pleasant surroundings, and old accustomed haunts of childhood all seemed doubly interesting and pleasant, from long absence. The fell disease of cholera carried off only one or two persons here, and they came from the City of New York, and brought the complaint with them.

I remember meeting, at my father's table, on Sunday, a lady of middle age, who had left the city on account of the prevailing disease. She was a native of the West Indies, and entertained us with accounts of earthquakes she had seen, and the peculiar habits and customs of the people among whom she had lived. One thing which she did, I have never forgotten. When seated at the table, she would call for a bowl of milk and put into it everything that was to be found on the table; such as bread, pie, smoked beef, cake, sweetmeats, etc., and seemed to enjoy this strange conglomeration; whether she had dyspepsia I cannot say.

During this interruption of college study it was that I made a brief visit at Greenfield Hill, my father's ancestral home. It was then a most charming spot. Many excellent and delightful families filled up every house on the Hill, and constituted so many charmed circles to visit. It still retained much of that prestige and glory which belonged to it in the days of Dr. Timothy Dwight the Elder. Among the families of note who resided there in these times, were those of Isaac Bronson, Col. Murray, Gideon Tomlinson, a member of Congress and Governor of the State; Captain Abraham Baldwin with his interesting family, a graduate of Yale and a State Senator, Joseph Nichols, Dr. Rogers, of distinguished fame in his profession, Dr. Rufus Blakeman and others. Time, death and removals have effected a great change in Greenfield. And yet, still it is a beautiful spot by nature, having been made illustrious by Dwight's celebrated poem, entitled "Greenfield Hill," and will always be attractive to the eye of the visitor, both from its former history and its natural beauty.

One or two amusing incidents happened during my visit. I went one day to visit the house of my uncle, who lived about a mile above Greenfield Hill. He was a farmer, a shrewd and intelligent man, was a justice of the peace, and frequently had some important law-cases tried before him, and was exceedingly fond of a joke. It was in the month of June. Cherries were ripe. It was the fashion then to wear tight and

snug pantaloons. I climbed into one of his cherry trees, and burst open the seat of my pantaloons. It was a mortifying accident to me, but occasioned great glee to my uncle, who enjoyed the joke. I will mention another incident which showed his exceeding fondness for a joke. One day he was riding on horseback, and met a man who was walking along, with a sedate and rather solemn cast of countenance. They presently came to a fork of the road, and the stranger asked where the roads led and who lived on them. My uncle answered his inquiries politely, and then, turning to the stranger, asked him: "What is your business, my friend?" "My business," said the stranger, "is that of a Bible agent."

My uncle, then, with a slight stammer which he sometimes had, turned to the stranger and said: "Bible agent? what's that?" The stranger, supposing him to be some poor, benighted heathen man, lifted up both his hands to heaven in utter astonishment and holy horror, exclaiming: "My God! is it possible that in this Christian land there is a man who does not know what the Bible is!"

Another little amusing incident, which happened in the lifetime of Dr. Dwight the elder, may be of interest. At the time the elder Dr. Dwight resided in Greenfield, and was a pastor of the church, Dr. Haliburt was a resident physician there, and he and Dr. Dwight were both on very social and intimate terms with each other. They often met at the different houses. Dr. Dwight, while it was his main business to preach the Gospel and prescribe its healing and comforting truths and remedies for the soul, yet sometimes when visiting among his people was in the habit of prescribing as a favorite remedy for bodily ills the application of a carrot poultice. Dr. Haliburt was aware of this, and he, too, was fond of perpetrating a joke when the opportunity offered. Once upon a time the bell on the meeting-house was cracked and emitted a dolesome, harsh, grating sound. Several Sundays had gone by when it was determined, if possible, to put a stop to this unpleasant occurrence. After the services were over on Sunday, Dr. Dwight called together a few of the church officers and members to discuss this matter. Just at that time Dr. Haliburt was crossing the green. Dr. Dwight called to him, and, after stating the object of the meeting, asked him what he thought ought to be done. "Doctor," he says, "what would you recommend to be done?" "Why," said he, "I would recommend the application of a carrot poultice!"

But to go back to my narrative. It was late in the autumn, and well nigh to winter, when the cholera disappeared, and we went back to college to resume our studies. Here I may as well mention that there were in my day three great literary societies in Yale College—the "Calliopean," the "Linonian," and the "Brothers in Unity." All the students were expected to join one or the other of these. I belonged to the "Brothers in Unity," and always found this society an excellent training school for public speaking and literary composition. I have no pleasanter memories of college life than of those hours spent in the literary exercises of the weekly meetings of that society, held at its

beautiful, elegantly-furnished room on Chapel street, where papers were read, subjects discussed, and plays and comedies sometimes acted. These last, however, were subsequently prohibited by the Faculty.

But I must not forget to include among these recollections of college life the intensely interesting and able lectures of Professor Benjamin Silliman on chemistry and geology. His fine, noble appearance, his power as a speaker, his perfect knowledge of the sciences which he taught, united to constitute him a lecturer unsurpassed in the history of the country. He was one of the brightest ornaments of the college. Professor Chauncey A. Goodrich's lectures on English Literature and Elocution were also deserving of high commendation. So also were those of Professor Denison Olmstead on Natural Philosophy and Astronomy. It was during my college career that the great meteoric shower took place, Nov. 13, 1833, when the whole heavens were illumined with those brilliant falling meteors, presenting to the eye of the beholder a most grand and imposing spectacle, amid the darkness of the night, causing great fear and trepidation among the ignorant and superstitious, such as the negroes at the South. Professor Olmstead set out to account for the cause and origin of these celestial phenomena. He searched long and carefully all the ancient scientific records of different countries, and found that meteors had fallen repeatedly on or about Nov. 13th. This led him to advance his famous theory, that the meteors proceeded from some meteoric body, having an annual revolution in space, and passing once a year, or about the 13th of November, near the earth, the matter was attracted by the force of gravity. Such was the ingenious and learned theory of Professor Olmstead, which facts have since helped to confirm. Going back to those days, who can forget the meek and benign countenance of President Day, of whom it has been wittily, and, I might almost say, truthfully said, that "he had neither original sin nor actual transgression?" Who does not remember the night-black eye of Rev. Professor Fitch, the college pastor, who preached to the students and Professors and their families every Sunday in the College Chapel; or the thoughtful, intellectual look of Dr. Nathaniel W. Taylor, the author of the new school Theology? Or who can forget the tall, striking figure of Dr. Harry Croswell, the Rector of Trinity Church, who with white-topped boots and silver knee buckles and clerical garb, might often be seen walking the streets of New Haven, either to make some pastoral visit, or officiate at Trinity, and who by his indefatigable industry and zeal and faithfulness, built up one of the largest parishes in the country?

New Haven and its environs present many charming rambles and walks and objects of interest to engage the students' leisure; and to these we often resorted, sometimes taking a walk down Chapel street and thence to Long Wharf; sometimes straying along over field and forests to "Mount Carmel" and the village of Hamden on the north; sometimes going down to the Post Office, which I think then stood near the Tontine, to get letters from absent friends and kindred; but not often

such a letter as a student once received, who after paying ten cents postage, opened his letter (he is now a grave, learned Doctor of Divinity) only to find his own name written by a mischievous hand, in large letters, "Increase Niles Tarbox," with this comment: "Oh! Gosh, what a name!"

Sometimes we spent a pleasant hour in the Trumbull gallery of paintings, looking at the portraits of the distinguished sons and benefactors of Yale, or some historical painting of note, or the striking old picture of Bishop Berkeley and his family; and sometimes we bent our steps to the pleasant little village of Westville, near the wonderful cliff "West Rock," which stands near the residence of Ik Marvel, the prince of American authors, and which has a cave near its summit where the Regicides in the time of Charles the First, hid themselves to avoid British rule and oppression, and from which they could easily emerge, and looking down the harbor, spy out any British ship that might enter, having perhaps then pursuers on board.

I need not say that as I look back through the vista of the years that are past, and call to mind all the varied scenes and characters and events to which I have alluded, I still feel a deep and abiding interest in them all, and though more than half a century of years has passed away, yet it has not served to obliterate or impair in the slightest degree the tender and interesting memories and recollections of College Life.

GEORGE W. NICHOLS.

"HERE'S TO GOOD OLD YALE."

Eminent Graduates of Princeton University.*

(CONTINUED.)

Attorney Generals of States:

David Matthews, Crown Officer of Province of New York, and Attorney General of Cape Breton, 1754.

Henry P. Ross, Attorney General of Pennsylvania, 1757.

Jonathan Dickinson Sergeant, Attorney General of Pennsylvania, 1762.

William Paterson, Attorney General of New Jersey, 1763.

Waightstill Avery, Attorney General of North Carolina, 1766.

Oliver Ellsworth, Attorney General of Connecticut, 1766.

Luther Martin, Attorney General of Maryland, 1766.

William Channing, Attorney General of Rhode Island, 1769.

William Bradford, Attorney General of Pennsylvania, 1772.

Aaron Burr, Attorney General of New York, 1772.

Morgan Lewis, Attorney General of New York, 1773.

Matthew McAllister, Attorney General of Georgia, 1779.

Aaron Dickinson Woodruff, Attorney General of New Jersey, 1779.

Nathaniel Lawrence, Attorney General of New York, 1783.

John MacPherson Berrien, Solicitor General of Gorgia. 1796.

Richard Rush, Attorney General of Pennsylvania, 1797.

James Rogers, Attorney General of Delaware, 1799.

John Forsyth, Attorney General of Georgia, 1799.

Theodore Frelinghuysen, Attorney General of New Jersey, 1804.

Samuel L. Southard, Attorney General of New Jersey, 1804.

Richard Stockton, Jr., Attorney General of Mississippi, 1810.

George Mifflin Dallas, Attorney General of Pennsylvania, 1810.

George W. Crawford, Attorney General of Georgia, 1820.

Richard S. Field, Attorney General of Georgia, 1821.

George R. Richardson, Attorney General of Maryland, 1822.

George P. Molleson, Attorney General of New Jersey, 1824.

William L. Dayton, Attorney General, of New Jersey, 1825.

Benjamin Harris Brewster, Attorney General of Pennsylvania, 1834.

Joseph Branch, Attorney General of Florida, 1837.

Joel Parker, Attorney General of New Jersey, 1839.

Charles J. M. Gwynne, Attorney General of Maryland, 1840.

John P. Stockton, Attorney General of New Jersey, 1843.

Wm. B. Negley, Attorney General of Pennsylvania, 1849.

George M. Robeson, Attorney General of New Jersey, 1847.

Jehu A. Orr, United States District Attorney for Mississippi, 1849.

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* Any additions or corrections will be received by Mr. M. Taylor Pyne, 20 William Street. New York.

William C. Spruance, United States District Attorney for Delaware, 1852.

Granville Wilcox, United States District Attorney for Arkansas, 1856.

Charles B. Moore, Attorney General of Arkansas, 1857.

Henry P. Ross, Attorney General of Pennsylvania, 1857.

Samuel F. Bigelow, United States District Attorney for New Jersey, 1857.

John V. L. Findley, United States District Attorney for Maryland, 1858.

George Gray, Attorney General of Delaware, 1859.

Archibald Stirling, Jr., United States District Attorney for Maryland, 1851.

Charles A. Cook, United States District Attorney for North Carolina, 1870.

James B. Harris, United States District Attorney for Mississippi, 1872.

John Biggs, Attorney General of Delaware, 1877.

United States District Attorneys:

William Channing, United States District Attorney for Rhode Island, 1769.

William Bradford, United States District Attorney for Pennsylvania, 1772.

John Wilkes Kittera, United States District Attorney for Pennsylvania, 1776.

Edward Livingston, United States District Attorney for New York, 1781.

George W. Woodruff, United States District Attorney for Georgia, 1783.

Lucius Horatio Stockton, United States District Attorney for New Jersey, 1787.

Richard R. Keene, United States District Attorney for Louisiana, 1795.

Richard S. Coxe, United States District Attorney of New Jersey, 1808.

Stephen Van Renssalaer, United States District Attorney of New Jersey, 1808.

Garrett D. Wall, United States District Attorney for New Jersey, 1808.

George Mifflin Dallas, United States District Attorney for Pennsylvania, 1810.

Phillip Richard Fendall, United States District Attorney for District of Columbia, 1815.

Beverley Allen, United States District Attorney for District of Missouri, 1819.

John Forsyth, Jr., United States District Attorney for Georgia, 1832.

Charles S. Sibley, United States District Attorney for Florida, 1834

Peter Hamilton, United States District Attorney for Alabama, 1835.

John C. Paterson, United States District Attorney for Delaware, 1835.

Furman Sheppard, United States District Attorney for Philadelphia, 1845.

Thomas S. Henderson, United States District Attorney for Louisiana, 1847.

Judges of State Courts:

Richard Stockton, Judge Supreme Court of New Jersey, 1748.

William Burnet, Chief Justice of Common Pleas, New Jersey, 1749,

Samuel Livermore, Chief Justice of New Hampshire, 1752.

Joseph Shippen, Judge Common Pleas, Pennsylvania, 1753.

Isaac Smith, Justice Supreme Court of New Jersey, 1755.

Jesse Root, Chief Justice of Connecticut, 1756.

Timothy Edwards, Judge, Massachusetts, 1757.

Samuel Spencer, Justice of Supreme Court of North Carolina, 1759.

Josiah Thatcher, Judge of Common Pleas of Maine, 1760.

Thomas Henderson, Judge of Common Pleas of New Jersey, 1761.

Jahleel Woodbridge, Chief Judge of Common Pleas of Massachusetts, 1761.

Tapping Reeve, Chief Justice of Connecticut, 1763.

William Paterson, Justice of Supreme Court, New Jersey, 1763.

John Bacon, Justice of Common Pleas, Massachusetts, 1765.

Richard Hutson, Chancellor of South Carolina, 1765.

Jacob Rush, Chief Justice of Pennsylvania, 1765.

Oliver Ellsworth, Justice Supreme Court of Connecticut, 1766.

Luther Martin, Judge Supreme Court of Maryland, 1766.

Nathaniel Niles, Justice Supreme Court of Vermont, 1766.

Caleb Wallace, Chief Justice of Kentucky, 1770.

H. H. Brackenridge, Justice of Supreme Court of Pennsylvania, 1771.

Wm. Bradford, Justice of Supreme Court of Pennsylvania, 1772.

Morgan Lewis, Chief Justice Supreme Court of New York, 1773.

Aaron Ogden, Chancellor of New Jersey, 1773.

Henry Brockholst Livingston, Justice of Supreme Court of New York, 1774.

Andrew Kirkpatrick, Chief Justice of New Jersey, 1775.

Spruce Macay, Justice of Superior Court of North Carolina, 1775,

Isaac Tichenor, Chief Justice of Supreme Court, Vermont, 1775.

Matthew McCallister, Judge Supreme Court of Georgia, 1779.

James Riddle, Justice of High Court of Errors and Appeals of Pennsylvania, 1779.

Jacob Radcliff, Justice, Supreme Court, New York, 1783,

Samuel Bayard, Judge of Court of Common Pleas, New Jersey, 1784.

Maturin Livingston, Recorder of New York, 1786.

Gabriel H. Ford, Justice Supreme Court, New Jersey, 1784.

Nathaniel W. Howell, Justice of Supreme Court of New York, 1788.

David Stone, Chief Justice Supreme Court, North Carolina, 1788.

Smith Thompson, Chief Justice Supreme Court of New York, 1788.
Mahlon Dickerson, Justice and Chancellor, New Jersey, 1789.
Jacob Burnet, Justice of Supreme Court of Ohio, 1791.
George M. Bibb, Chancellor and Chief Justice of Kentucky, 1792.
Peter Early, Justice Supreme Court of Georgia, 1792.
Robert Ogden, Judge, Louisiana, 1793.
Titus Hutchinson, Chief Justice Supreme Court of Vermont, 1794.
Nicholas Everett, Judge Common Pleas of N. Y., 1794.
John N. Simpson, Judge of Common Pleas, New Jersey, 1794.
John Witherspoon Smith, Justice District Court of Louisiana, 1795.
John Macpherson Berrien, Justice Supreme Court of Georgia, 1796.
Elbert Herring, Judge of Marine Court and Recorder of New York, 1796.
William Gaston, Justice Supreme Court of North Carolina, 1796.
Charles Ewing, Chief Justice of New Jersey, 1798.
Daniel Elliott Huger, Justice of the Supreme Court of South Carolina, 1798.
Thomas Sergeant, Chief Justice Supreme Court of Pennsylvania, 1798.
Frederick Nash, Chief Justice Supreme Court of North Carolina, 1799.
George Strawbridge, Justice Supreme Court of Louisiana, 1802.
David K. Este, Chief Justice Supreme Court of Ohio, 1803.
Josiah Simpson, Justice, 1803.
George Chambers, Justice Supreme Court of Pennsylvania, 1804.
Thomas Hartley Crawford, Justice Criminal Court, District of Columbia, 1804.
Samuel L. Southard, Justice Supreme Court and Chancellor of New Jersey, 1804.
Stephenson Archer, Chief Justice Supreme Court of Maryland and Judge of the Territory of Mississippi, 1805.
John A. Cuthbert, Judge Circuit Court of Alabama, 1805.
Richard Brown Magruder, Justice Supreme Court of Maryland, 1805.
Thomas Ruffin, Chief Justice Supreme Court of North Carolina, 1805.
Isaac Newton Blackford, Justice Supreme Court of Indiana, 1806.
Lewis P. W. Balch, Justice Supreme Court of West Virginia, 1806.
James Iredell, Justice Supreme Court of North Carolina, 1806.
John James Marshall, Justice Supreme Court of Kentucky, 1806.
Moulton C. Rogers, Justice Supreme Court Pennsylvania, 1806.
Samuel Sprigg, Justice Supreme Court of Maryland, 1806.
Thompson Mason, Justice Court of District of Columbia, 1807.
James Booth, Chief Justice Supreme Court of Delaware, 1808.
Stephen Van Renssalaer, Judge Court of Errors and Appeals of New York, 1808.
George K. Drake, Justice Supreme Court of New Jersey, 1808.
James W. Wayne, Justice of Supreme Court, Georgia, 1808.
Thomas C. Ryerson, Justice of Supreme Court, New Jersey, 1809.
Oliver Spencer Halstead, Chancellor of New Jersey, 1810.
Kensey Johns, Chancellor of Delaware, 1810.

John C. Nicoll, Judge of the District Court of Georgia, 1812.
Ezekial S. Haines, Justice of Ohio, 1813.
John S. Milligan, Judge Supreme Court of Delaware, 1813.
William Pennington, Chancellor of New Jersey, 1813.
Cornelius Ludlow, Judge Court of Common Pleas, New Jersey, 1816.
James S. Nevius, Justice of Supreme Court, New Jersey, 1816.
Ira Condict Whitehead, Justice of Supreme Court, New Jersey, 1816.
George M. Stroud, Justice District Court, Penna., 1817.
Cornelius L. Allen, Justice of the Supreme Court of New York, 1818.
Joseph Henry Lumpkin, Chief Justice of Georgia, 1819.
Elias B. D. Ogden. Justice of Supreme Court of New Jersey, 1819.
Wm. P. Finley, Justice of Supreme Court of South Carolina, 1820.
Henry W. Green, Chief Justice of Supreme Court and Chancellor of New Jersey, 1820.
Alfred Iverson, Justice of Supreme Court, Georgia, 1820.
James H. Gholson, Justice of Supreme Court of Virginia, 1820.
Daniel Haines, Justice of Supreme Court and Chancellor of New Jersey, 1820.
Wm. G. Krebs, Judge of the Circuit Court of Maryland, 1821.
John Slosson, Justice Superior Court of New York, 1823.
Daniel Weisel, Judge of the Circuit Court of the Western District of Maryland, 1823.
John Pearson, Judge of the Circuit Court of Maryland, 1824.
William L. Dayton, Justice of the Supreme Court of New Jersey, 1825.
William Y. Gholson, Chief Justice Supreme Court of Ohio, 1825.
William N. Wood, Justice Court Errors and Appeals, New Jersey, 1825.
Abraham O. Zabriskie, Chancellor of New Jersey, 1825.
William B. Napton, President Judge of Missouri, 1826.
Benjamin Williamson, Chancellor of New Jersey, 1827.
James Speer, Justice Court of Errors and Appeals of New Jersey, 1827.
Richard B. Carmichael, Justice of the Circuit Court of Virginia, 1828.
George H. Browne, Justice of the Supreme Court of New Jersey, 1828.
J. Oswald Thompson, President Judge Common Pleas of Pennsylvania, 1828.
Peter Lott, Justice District Court of Illinois, 1829.
James N. Reading, Judge District Court of Illinois, 1829.
Stokes L. Roberts, Judge Supreme Court of Pennsylvania, 1829.
J. Pringle Jones, President Judge Common Pleas, Pennsylvania, 1831.
James Pollock, President Judge Common Pleas, Pennsylvania, 1831.
Joseph Combs, Judge Court of Errors and Appeals of New Jersey, 1833.

College Affiliations of the Members of the University Club, N. Y. City.

NON-RESIDENT MEMBERS.

F.

Fairchild, Charles.....H., '58—June 12, 1879—Boston, Mass.—A. B.—D. K. E.—A. D.

Fales, Haliburton.... ....C., '72—May 10, 1879—Tacoma, Wash.—A. B. A. M., LL. B. ('74).

Fardy, Matthew J.....U. of Va.—Dec. 3, 1884—Balt., Md.—A. B.

Farnam, Charles H..... Y., '68—May 10, 1879—New Haven, Conn.—A. B., A. M., LL. B. (C., '71)—D. K. E.—Skull and Bones.

Farnam, Henry W.....Y., '74—May 10, 1879—New Haven, Conn.—A. B., A. M.—D. K. E.—Skull and Bones.

Farnam, William W.....Y., '66—Sept. 17, 1879—New Haven, Conn.—A. B., A. M.—D. K. E.—Skull and Bones.

Farnswortn, William. ....H. '77—Nov. 5, 1884—Boston, Mass.—A. B.—D. K. E.—A. D.

Fassett, Jay Sloat.....Roch. '75—June 3, 1885—Elmira, N. Y.—A. B.—A. D. Phi.

Fay, Charles N.....H., '69—Feb. 2, 1887—Chicago, Ill.—A. B.

Ferguson, Henry.....T., '68—Nov. 2, 1887—Hartford, Conn.—A. B., A. M.—Psi U.

Ferry, Charles H.....Y., '72—July 13, 1881—Chicago, Ill.—A. B.—Psi U.—Wolf's Head.

Fiero, J. Newton..... ...U., '67—Apr. 7, 1886—Kingston, N. Y.—A. B., A. M.

Fincke, Frederick G.....H., '73—Dec. 2. 1885—Utica, N. Y.—A. B., LL. B. (C.)—Psi U—H. P.—Porc—O. K.

Forster, H. Waldo... ....H., '74—Apr. 1, 1885—112 Front Street, N. Y.—A. B.

Forsyth, Robert.....W., '68—June 5, 1884—Chicago, Ill.—A. B., A. M.

Foster, Alfred D.. .....H., '73—Feb. 6, 1884—Boston, Mass.—A. B., D. K. E.

Franchot, N. Van V.....U., '75—May 1, 1889—Olean, N. Y.

French, William A.... ...H., '65—Mar. 2, 1881—Boston, Mass.—A. B.

Frisby, William B.....Col. U. '76—Apr. 4, 1888—Boston, Mass.—A. B., A. M., S. T. B.—S. Chi.

Frost, Russell..... .....Y., '77—December 7, 1887—South Norwalk Conn.—A. B.—D. K. E.

G.

Gardiner, James T.....Y., '68—Jan. 3, 1883—Albany, N. Y.—Ph. B. (Hon.)

Garretson, George A.....Dec. 1, 1867—Cleveland, O.

Gaul, Edward L.....Y., '60—Dec. 7, 1887—Hudson, N. Y.—A. B., A. M.—D. K. E.

Geer, Danforth.....W., '79—Dec. 7, 1887—Hoosick Falls, N. Y.—A. B.—D. Psi.

Gibson, George A.....H., '72—June 6, 1888—New York, N. Y.—A. B.

Gilbert, Edward H.....Y., '81—Nov. 5, 1884—Ware, Mass.—A. B.—D. K. E.—Wolf's Head.

Gillman, Daniel C.....Y., 52—Oct. 5, 1887—Baltimore, Md.—A. B., A. M., LL. D.—A. D. Phi—Skull and Bones

Goddard, George A.....H., '65—June 4, 1890—10 Tremont St., Boston, Mass.—A. B, A. M, LL. B.—Inst. of 1870—H. P. C.

Goodwin, William H., Jr..H., '84—Oct. 5, 1887—Jamaica Plains, Mass.—A. B.—D. K. E.—Z. Psi—A. D.

Gorham, Arthur.....H., '64—Nov. 5, 1884—Kingsley, Kan.—A. B.

Gould, Frederic S.....H., '75—Oct. 12, 1881—2 Washington Place, New York—A. B, M. D. (U. C. N. Y.).

Gray, Horace.....H., '45—June 5, 1884—Boston, Mass.—A. B., LL. B., LL. D.

Gray, Russell .....H., '69—June 5, 1884—Boston, Mass.—A. B.—Z. Psi.

Green, Ashbel.....P., '46—May 10, 1879—2 Vanderbilt Ave., N. Y.—A. B., A. M., LL. B.

Green, Charles Ewing....P., '60—May 17, 1880—Trenton, N. J.—A. B., A. M.

Green, Pinckney F.....Apr. 5, 1882.

Greenleaf, Richard C. ....H., '66—May 10, 1879—Lenox, Mass.—A. B., M. D.—D. K. E.

Grimball, John.....May 10, 1879—Charleston, S. C.

Griscom, William W.....Univ. of P.—Nov. 3, 1886—Philadelphia, Pa.

Grubb, Charles Ross.....Y., '73—Jan. 16, 1880—Burlington, N. J.—A. B.—Psi U.—Skull and Bones.

Guild, S. Eliot.... .....H., '72—Jan. 16, 1880—Boston, Mass.—A. B.—A. D. Phi.

Guthrie, Alexander M....Jeff., '62—May 3, 1882—Pittsburg, Penn.—A. B., A. M.—D. K. E.

Guthrie, George W.....June 5, 1884—Pittsburg, Penn.

H.

Haggin, Louis T.....Cambridge, '70—Mar. 4, 1885—San Fransisco, Cal.—N. B., LL. B. (H., '72).

Hague, Arnold... .....Y., '63—Feb. 11, 1881—Washington, D. C.

Hale, Henry.....Cornell, '70—Jan. 3, 1883—Orange, N. J.
Hale, Matthew.....U. of Vt., '51—Dec. 6, 1882—Albany, N. Y.—A. B., A. M., LL. B.—S. Phi—Phi B. K.
Halsted, William Stewart.Y., '74—Oct. 6, 1880—Hartford, Ct.—A. B., M. D. (C., '77)—Psi. U.
Hamersley, William.....T., '58—May 10, 1879—Hartford, Ct.—A. M.—Psi U.
Hamilton, Schuyler, Jr....C., '72—Mar. 7, 1888—Croton, N. Y.—A. M., E. M.—D. Psi.
Hammond, John Hays....Y., 76—May 6, 1885—Landine, Cal.—Ph. B.
Harding, George J.....Nov. 5, 1884, Philadelphia, Penn.
Harkness, Charles W.....Y., '83—June 6, 1888—1289 Euclid Ave., Cleveland, O.—A. B.—Psi U.
Harland, Edward. .....Y., '53—Oct. 5, 1887—Norwich, Conn.—A. B.—Psi U.
Harrison, Mitchell.....H., '80—Dec. 7, 1887—Philadelphia—A. B.
Harwood, Edwin.....Sept. 10, 1879—New Haven, Conn.
Haven, Henry C.....A., '73—Apr. 6, 1887—Boston—A. B.
Hay, Louis C.....Y., '81—Jan. 5, 1887—St. Paul, Minn.—A. B.—Psi U.
Hazard, Frederick R.....B., '81—Jan. 6, 1886—Syracuse, N. Y.—A. B., A. M.—A. D. Phi.
Hazard, Roland.....B., '39—Oct. 8, 1885—Peacedale, R. I.—A. B., A. M., LL. D.—Psi U.—Phi B. K.—United Brothers.
Hazard, Rowland G.....B., '76—Mar. 4, 1885—Peacedale, R. I.—A. B.—A. D. Phi.
Head, Frazer D.....Y., '74—Jan. 6, 1882—New Haven, Conn.—Ph. B., LL. B.—D. Psi.
Heath, Frank E.....Cor., '76—Feb. 3, 1883—152 W. 57th St., N.Y.—B. S.—Psi U.
Hedge, Thomas, Jr.....Y., '67—Oct. 5, 1887—Burlington, Ia.—A. B., LL. B. (Col.)—D. K. E.
Henderson, Isaac, Jr.....W., '72—May 10, 1879—Rome, Italy—A. B.—D. Psi.
Henry J. Bayard.....U. of Pa.—Feb. 2, 1887—Philadelphia.
Herrick, Charles B.....Y., '69—Oct. 8, 1885—Poughkeepsie, N. Y.—A. B.—A. D. Phi.
Hinckley, Samuel P.....H., '71—July 15, 1880—Cedarhurst, L. I.—A. B.
Hitchcock, Henry.....Y., '70—Jan. 6, 1886—Fifth Ave. Hotel, N. Y.—A. B.—Psi U.
Hobson, Henry W.....Apr. 7, 1886—Denver, Colo.
Hodgson, Telfair.....P., '59—Dec. 1, 1891—Sewanee, Tenn.—A. B., A. M., D. D., LL. D.
Holland, Arthur.....H., 72—May 10, 1879—P. O. Box, 739 N. Y.—A. B.

Holland, Theodore.....Y., 82—Feb. 2, 1887—Denver, Colo.—A. B.—D. K. E.
Hooker, Thomas.....W., '65—Oct. 5, 1887—New Haven, Conn.—A. B.—D. K. E.
Hopkins, Mark. .....W., '71—Nov. 7, 1883—Boston, Mass.—A. B.—D. Psi.
Hopkins, Samuel C.....Y., '82—Feb. 1, 1888—Catskill, N. Y.—A. B.—D. K. E.
Hornblower, Joseph C....Y., '69—Nov. 7, 1883—Washington, D. C.—Ph. B.
Horton, Charles P.....H. '57—May 10, 1879—Boston, Mass.—A. B.—Z. Psi.
Hosea, William G.....H., '70—Dec. 17, 1879—Cincinnati, O.—A. B.—Z. Psi.
Howe, Elmer P.....Y., '76—June 5, 1884—Boston—A. B., B. S.—Psi U.—Skull and Bones.
Howe, John K.....Y., '71—July 1, 1880—Troy, N. Y.—A. B.—Psi U.
Howland, M. Morris.....Feb. 7, 1880—N. Bedford, Mass.—A. B.
Howland, Richard Smith.May 6, 1885—Providence, R. I.—A. B.
Hoysradt, Albert.....Y., '77—June 3, 1883—Hudson, N. Y.—A. B.—Psi U.
Hoyt, Elton.....B., '78—Apr. 6, 1887—Cleveland, O.—A. B., A. M.—A. D. Phi.
Huidekoper, Frederick W.H., '62—Mar. 4, 1885—Wash., D. C.—A. B.
Hun, Leonard G.....U., '66—June 10, 1880—Albany, N. Y.—A. B.
Hunt, F. Thornton.....Y., '66—Feb. 4, 1885—New Haven, Conn.—A. B.
Hunt, Ward.....U., '70—June 3, 1885—Utica, N. Y.—A. B., A. M., LL. D.
Hunter, Charles.....T., '78—May 7, 1884—New York City—A. B., M. D.—A. D. Phi.
Hurd, John Codman.....Y., '36—Jan. 6, 1886—Boston, A. B.
Husted, James W .....Y., '54—Nov. 1, 1880—Poughkeepsie, N. Y.—A. B., A. M.—D. K. E.
Hutchinson, Charles H....June 1, 1887.
Hyde, William Waldo....Y., '76—May 6, 1885—Hartford, Conn.—A. B.—D. K. E.—Skull and Bones.

I.

Isham, Charles.....H., '76—May 10, 1879—Knickerbocker Club, N. Y.—A. B.—D. K. E.
Isham, Edward S.....W., '57—Nov. 6, 1879—Chicago—A. B., A. M.—Chi Psi.
Ives, Robert S.....Y., '64—May 10, 1879—New Haven, Conn.—A. B.—D. K. E.

Ariadne.

BY EDWARD B. REED.

ON the sand stood Ariadne, o'er the water gazing sadly,
For she saw upon the ocean's breast no white sail drawing near.
Then she stooped down gently, lightly, and her eyes shone clearly, brightly,
For she held a dainty ocean shell and pressed it to her ear.

And she said: "O ocean shell, have you heard the sea birds tell,
Have the sea gulls whispered to you where my Theseus sails the sea?
I have waited till I'm weary, for the hours are long and dreary,
Tell me when the wind and waves will bring him back again to me."

Then she heard the shell's soft murmur, like the bees in early Summer,
Or like far-off music stealing o'er a lake in dim twilight,
When the voice is hushed to listen, and the quiet moonbeams glisten,
And the floating sounds scarce strike the ear, and then fade into night.

And the shell's low, ceaseless murmur whispered "Never, never, never,
Ne'er again, O Ariadne, shall your Theseus tread this shore,
He is false and he is faithless, all his vows of love were worthless,
He has fled from you and left you—you shall see him never more."

Ariadne, Ariadne, not a moment did she tarry,
But with all her little strength into the sea she threw the shell,
And the water seemed to greet it, for a wave rose up to meet it,
And the sparkling ripples seemed to laugh as with a splash it fell.

But far out a wave came dancing, like a war-horse, leaping, prancing,
And it proudly bowed its foam-capped head and broke with echoing roar,
Then the water rushed and scurried, quickly to the sea it hurried,
And again, at Ariadne's feet, the shell lay on the shore.

Ariadne, Ariadne, then she seized the shell so gladly
And she said: 'The sea has sent you back this time to tell me true;
For he said he would not leave me, and he never could deceive me,
Tell me when once more I'll see his ship against the Heaven's blue."

Then she listened, listened ever, but the shell said "Never, never,"
Still she listened, hoping, fearing, saying: "Ah, it cannot be,"
Till the day gave place to even, and the kind stars wept in Heaven,
While, far off, her faithless Theseus fled across the trackless sea.

—*Yale Lit.*

ALEXANDER B. SIMONDS, '73.

J. SEBASTIAN B. HODGES, '39.

REPRESENTATIVE COLUMBIA MEN.

WILLIAM H. WILSON, '35.

REGINALD H. SAYRE, '81.

CLARENCE W. FRANCIS, '77.

CLARENCE R. CONGER, '71.

REPRESENTATIVE COLUMBIA MEN.

JOHN SCOTT BROWNING, '85.

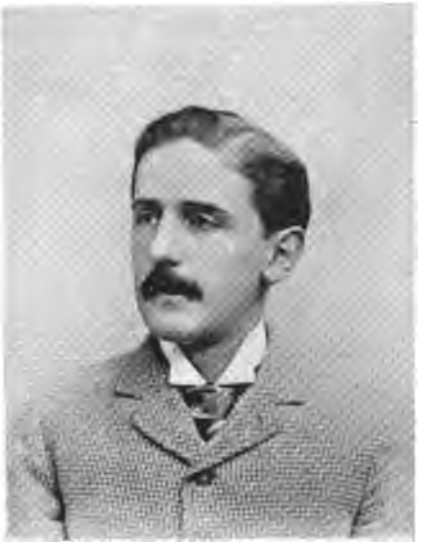
A. V. WILLIAMS JACKSON, '83.

CHARLES F. HOFFMAN, JR., '78.

FREDERICK R. HUTTON, '73.

REPRESENTATIVE COLUMBIA MEN.

CHALMERS WOOD, '75.



BARCLAY F. V. M: CART Y, '84.

WILLIAM K. OTIS, '82.

THEODORE V. BOYNTON, '77.

REPRESENTATIVE COLUMBIA MEN.

REGINALD W. RIVES, '82.

EDWARD DE P. LIVINGSTON, '82.

HARRY T. PECK, '81.

BENSON B. SLOAN, '88.

COLUMBIA.*

BY RUFORD FRANKLIN, COL. '86.

(*Continued.*)

On the 11th of July, 1816, Dr. Mason resigned the office of Provost. He was the first and last Provost of the college, the office having been in the nature only of a temporary expedient adopted by the Trustees for the purpose of placing him, for the time being, in control of the affairs of the college, as has been before intimated. He would probably have been made President, but the fact that he was not an Episcopalian rendered inexpedient such a course. One of the conditions of the grant to the college, by the Trinity Church corporation, of the land which it then occupied, was that the President always should be a member of the Church of England and in communion therewith. This was also inserted as a clause in the original charter granted to King's; but the Act of 1787, which confirmed that charter to Columbia, excepted this clause, among others, and thus apparently and theoretically relieved the college of the disability. However, the practical effect remained, since it was necessary to preserve the possession of the property. On the 7th of November following Dr. Mason's resignation, the Trustees determined that the duties that had been performed by the Provost should thenceforward become a part of those of the President; except that the latter should not be required to conduct the classical studies of the Senior class, the duty so to do being restored to the Professor of the Greek and Latin languages. Dr. Harris now resigned the Rectorship of St. Mark's Church, and became in fact as well as in name the President of the college. Dr. Mason remained in con-

* Begun in December Number.

nection with the college as Trustee, until 1821, in which year he was made President of Dickinson College, Carlisle, Pa. He returned, however, to New York in 1824, remaining there then until his death, December 26, 1829.

An incident of much interest is mentioned, as occurring at about this time, by Dr. Nathaniel F. Moore, in his entertaining and valuable sketch of the history of the college, published in 1846. He says: "On the 27th of February, 1817, a proposition, which at the time excited a very lively interest and much discussion, was received from the Regents of the University. It was in the form of a resolution of their Board, enclosed in a letter from the Vice-President of the United States, Daniel D. Tompkins*, to the Trustees of the college, and recommended, as that gentleman, in his own name also did, a consolidation of the college property and funds with those of a new institution, which it was proposed to establish on Staten Island, and to which, under the name of Washington College, a charter had been granted. The source whence this proposal came, and the channel through which it was received, entitled it to much consideration. It was referred to a most respectable committee, consisting of Richard Harison, Rufus King, Brockholst Livingston, Bishop Hobart and William Johnson, who on the 27th of the following month made a report in which they stated at length the reasons why, after mature deliberation, they deemed it the duty of the Trustees not to accede to the proposal of the Regents."

The thought has probably suggested itself to many alumni, at the present day, that the change, if it had been acceded to, might have resulted ultimately in vast benefit to the college.

"The mere removal of the college was no new suggestion, nor was the expediency of such a measure considered on this occasion for the first time," says Dr. Moore. "On the 11th of November, 1802, a committee had been appointed to inquire and report on the subject of finishing the new wing to the college building, 'taking into view the propriety of removing the college to some more convenient situation.' The Trustees, it is evident, were then wavering in doubt as to the expediency of expending on the present site of the college, moneys which would, in case of its removal, have been thrown away. The same uncertainty continuing to prevail, a committee, appointed in July, 1813, was afterwards directed to inquire whether an eligible site for a college could be found, 'at a distance from the City not greater than Art street'; and in May, 1816, another was appointed to negotiate for the purchase of 'a piece of ground containing thirty-two lots, belonging to the estate of Anthony Bleecker, deceased, not far from Col. Varick's place.' This uncertainty as to the continuance of the college in its original location, appears to have exercised, for a period of about fourteen years, a sort of paralyzing influence on the action of the Trustees, in so far as regarded any extensive or effectual repair of the college buildings.

* Vice-President Tompkins, it will be remembered, was a graduate of the class of 1795.

They manifested a constant and very zealous care of the internal condition of the college and that appears to have been gradually improved; but, though their attention was from time to time called to the ruinous and deplorable state of its exterior, yet that every year grew worse; and, 'while the institution was gaining new mental vigor and life, its bodily state betrayed symptoms of great weakness and decay.' The reasoning, however, of the well considered and able report now made, and unanimously adopted, seems to have confirmed the minds of the Trustees, for a time at least, as to the permanent location of the college, and no longer doubtful now of its remaining where it was, they entered at once on measures calculated to remove that unseemly appearance, and to supply those wants, which, for so long a time, had grieved and mortified its friends. In less than six weeks after the settlement of this question, the visiting committee forcibly pointed out in their report, the apparent neglect and decayed state of the college edifices; from which the institution suffered in the public estimation; and the many wants which limited its usefulness, and prevented its maintaining the rank which it ought to hold among the seminaries of learning in our country."

The Trustees now, after due examination into the state of the finances of the college, came to the conclusion that they might safely undertake to repair the old building and even perhaps to erect additional ones; and, on the 6th of September, 1817, they agreed upon the general outline of a plan for extensive alterations and additions, and appointed a committee to take the matter in charge.

The improvements made consisted of two wings, each fifty feet square and each containing two houses for professors, added at the extremities of the original edifice; and of this older building, which underwent very extensive alterations, one-fourth part was reserved as a dwelling-house, and the remainder so arranged as to furnish a chapel, a library, and all the recitation rooms that were necessary at the time. It was not, however, until the 2nd of October, 1820, that the work was completed and the building committee handed in their final report.

It was during the progress of this work, and urged in consequence of it, that the legislature, as already noted, repealed the limitation found in the act of 1814 which granted the "Botanic Garden" to the college; which limitation required the removal of the college within twelve years. And the grant of $10,000, made at the same time, was of great value to aid in carrying out the successful completion of the improvements; but nevertheless a considerable debt was incurred.

Previous to the year 1817, only three of all the professors who had held office in the college, were graduates thereof. These were the Rev. Dr. John Vardill, of the class of 1776, who was made professor of Natural Law in 1773, but who probably never entered upon the duties of his office; the Rev. Dr. Benjamin Moore, of the class of 1768, who, from 1784 to 1787, was professor of Rhetoric and Logic, afterwards, as we have seen, President; and the Rev. Dr. John Bowden, of the class of

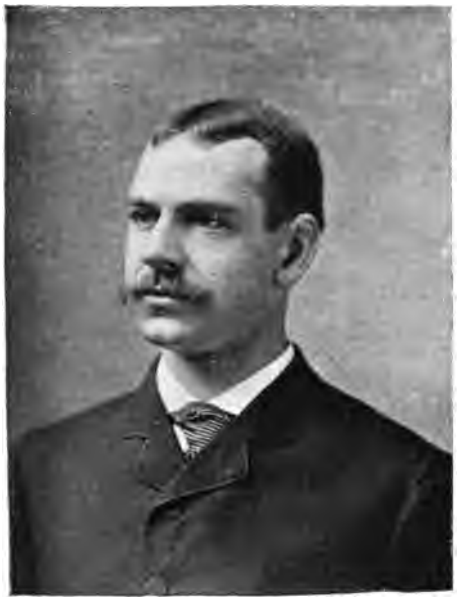
1772, who died in 1817 after having for sixteen years occupied the chair of professor of Moral Philosophy.

Among the other professors who served the college up to 1817 may be mentioned the following, it being remembered that, in the modest beginning of the institution, President Johnson was sole instructor. Dr. Bowden's predecessors in the professorship of Moral Philosophy, (to which, in 1799, Rhetoric and Belles-Lettres had been added, and in 1795, Logic,) were John McKnight, from 1795 to 1799, John Daniel Gross, from 1787 to 1795, and for one year, from 1762 to 1763, Myles Cooper had held the office, previous to his appointment as President. Daniel Treadwell was made first professor of Mathematics and Natural History in 1757. He died in 1760, his successor being Robert Harpur, who in turn was succeeded by John Kemp. Dr. Kemp served the college in various professorial capacities for twenty-seven years and died, much lamented, on the 25th of November, 1812. During his last illness and for some time after his decease, the duties of his office were divided between James Renwick, who gave his services gratuitously, and Henry Vethake, who had been engaged for the position by the Trustees; but on the 3d of May, 1813, his successor was appointed in the person of Robert Adrain,—or "Old Bobbie," as the students affectionately dubbed him. Dr. Adrain was a most genial soul and greatly addicted to the fascinating dissipation of a game of chess, in the successful conduct of which game, it may be added, he was far-famed. An amusing story is told of him in this connection. He heard of an old sailor who had gathered to himself laurels as an exponent of the mysteries of check-mating, and who had played with signal success in all quarters of the globe. Donning his old clothes, the more effectually to disguise his identity, the Doctor presented himself at the sailor's boarding-house, and forthwith challenged him to a game. The sea-faring gentleman was beaten handily, and sitting back in his chair he burst out with the exclamation, "Well, you must be the devil or Dr. Adrian!" The Doctor was amply satisfied with the outcome of his adventure.

The first professor of the Greek and Latin languages was William Cochran, who was succeeded by Peter Wilson, and he, by Elijah D. Rattoone. Upon the resignation of the latter, in 1797, Dr. Wilson was again appointed and served until 1820. James Kent was professor of law from 1793 to 1798. Subsequently, upon his reappointment in 1823, he delivered the famous lectures which became the basis of his great "Commentaries."

RUFORD FRANKLIN.

(*To be continued.*)



COL. CHAS. P. ("FOXY") BANCROFT—HARVARD, '74.
The Famous Harvard Oarsman.

The Hon. Horace Russell.

Dartmouth College has sent but a few of her sons to New York City, yet the few that she has sent are having a fair share of metropolitan honors. Men eminent in business, literature, and the profession, in New York to-day, owe to her their early training. Three great journals, the *Times*, *Tribune*, and the *World*, are guided by men owing her allegiance. The Vice-President of the United States derives from her his right to be classed among University men, and her representatives are found in the front ranks of all the professions. Scarcely another, however, can be said to have obtained at so early an age the position achieved by the subject of this sketch.

Judge Horace Russell was born in Franklin County, New York, some forty-seven years ago. He was a son of a well-known merchant, the Hon. Charles Russell, who represented his district in the New York Assembly in 1857 and '58. While Judge Russell was at Dartmouth, he—as so many other Dartmouth men have done, and to which, perhaps, a large portion of their success is due—engaged in teaching school.

" Brisk wielder of the birch and rule,
The master of the district school,
Held at the fire his favorite place,
Its warm glow lit a laughing face,
Fresh-hued and fair, where scarce appeared
The uncertain prophecy of beard.
He teased the mitten-blinded cat,
Played cross-pins on my uncle's hat,
Sang songs, and told us what befalls
In classic Dartmouth's college halls."

He took high rank in his class, graduated in 1865, and his address at the commencement of that year, on the Monroe Doctrine, was so far beyond the average as to attract the attention of Chief Justice Chase (Dartmouth, '26), who was present at its delivery, and who, it is said,

stated that it was the ablest address he had ever heard on such an occasion. As the sequel has shown, the brilliancy of college days, contrary, perhaps, to the general rule, was a forecast and a promise of the success which Judge Russell has now attained.

THE HONORABLE HORACE RUSSELL.

After a year spent at Harvard Law School, where he learned the fundamental principles of his profession from such men as Chief Justice Parker, Theophilus Parsons and Gov. Washburne, Judge Russell became a student in the office of Judge William C. Brown, at Ogdensburg, New York. Admitted to the bar in 1866, he entered into partnership with Hon. B. H. Vary, then District Attorney of St. Lawrence County. Following the usual impulse of men of his force and character, he came in 1869 to New York City. Entering into partnership with Hon. William

H. Waring, the ability of the young man from Franklin County soon became generally recognized. When Mr. Benjamin K. Phelps was elected District Attorney for the City of New York, in 1872, he surrounded himself with perhaps the most brilliant set of young men, collectively, brought together up to that time in the District Attorney's office. The position of Assistant District Attorney was offered to and accepted by Mr. Russell. During the seven years in which he held this office, he tried some of its most important cases, including the trial of Edward Stokes for the murder of Col. Fisk, and the trials of the Manhattan Bank burglars, Nixon, Sharkey and Bartel. Gov. Cornell thought so highly of him that he appointed him Judge Advocate General on his staff, and, on the death of Chief Justice Curtis, Judge of the Superior Court of New York, though, when he ran to succeed himself, he failed to be elected, he had the pleasure of receiving 100,000 votes, the largest vote any Republican ever polled in the Democratic City of New York. He was subsequently re-appointed Judge to fill the vacancy caused by the death of Judge Sandford. His decisions bore the test of appeal, and his judicial course won him golden opinions from noted jurists. Since leaving the bench, Judge Russell has been engaged in active practice, and has been counsel in some of the most famous cases ever brought in a court of justice. He was one of the Receivers of the West Shore Railroad from 1884 to 1886, and for the past ten years he has managed the professional business of the A. T. Stewart estate. The litigation attending this estate alone has been enormous, but, notwithstanding Judge Russell's attention to it, he has found time to defend ex-Sheriff Flack, as leading counsel, with final success at the Court of Appeals, and as attorney for the Bergh Society for the Prevention of Cruelty to Animals, has won the Bergh will contest, thereby bringing into the treasury of the Society over $75,000. These are some of the more noted, if not most laborious, litigations in which his legal advice and ability have been sought.

Turning from political and professional honors to the social world, he is a member of the Union League Club, the University Club, the Players, the Fellowcraft, and the New York Whist Clubs. In the years 1884, 1885 and 1886, he was President of the Dartmouth Alumni Association of the City of New York, and in the years 1886 and 1887 he was President of the New England Society.

The strong magnetism of the man, his genial temperament, the charm of a born raconteur, the grace of his splendid physique, with all the strength, boldness, and daring that that implies—it is difficult to determine for those who know him best whether these qualities are most to be admired in him, or those more loftier traits, the eloquent tongue, far-seeing mind, and the greatest heritage of great men in every age, the ability to act.

In the prime of life, possessed of such qualities, successful, influential, ambitious, the limits of his future are as far-reaching as the hopes and good wishes of his friends.

CHARLES H. BECKETT.

The Hon. Roger A. Pryor, LL. D.

JURIST, Editor, Diplomatist, Statesman, Soldier, Judge, few men have combined so much during the period allotted to man. Judge Roger A. Pryor was born in Dinwiddie County, Virginia, in 1828; was graduated at Hampden and Sidney College; took several schools at the University of Virginia; was admitted to the bar; entered journalism, was editor of

the *Southside Democrat* at Petersburg, of the *Washington Union*, and of the Richmond *Enquirer*; was appointed in 1855 on a special mission to Greece by President Pierce, and, on his return in 1856, attracted great attention through his opposition to Mr. William L. Yancy's plans for the re-opening of the slave trade. Elected to the National Congress in 1859, he was re-elected in 1860. Seceding, however, with his State, he became a member of the provisional Confederate Congress and subsequently of the first regular Confederate Congress. He was in turn colonel, brigadier general and private in the Confederate Army. Taken prisoner in 1864, he was confined in Fort Lafayette. Returning to Vir-

ginia he soon recognized the fact that, at that time, sufficient money to bring up a large family could not be earned there, and he presently came to New York, and has since been engaged in the practice of his profession. Arriving North at the age of thirty-seven, with a wife and family of seven children to provide for, without means, compelled to support himself by writing for the press, his success has been almost phenomenal. Last Autumn he was appointed by Governor Hill Judge of the Court of Common Pleas.

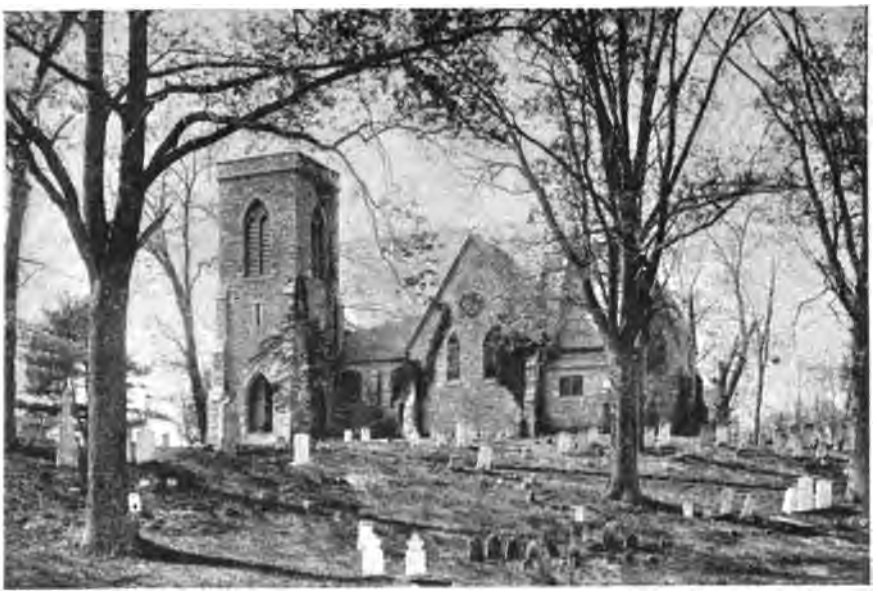
Perhaps one of the most curious facts concerning Judge Pryor is that his legal, political and military record have overshadowed the position to which his scholastic training entitles him. Man of thought as well as man of action, hestood at the head of his class when he graduated at Hampden-Sidney in 1845, and has since, some seven years ago, received from his Alma Mater the highest honor which she could give, the degree of Doctor of Laws. The University of Virginia, which, if I mistake not, never granted honorary degrees, has made him one of her Board of Visitors.

Coming of distinguished ancestry, closely related to the Blands, the Randolphs—in fact, in one way or another to nearly all those families which have made Virginia famous, his career exemplifies as well as any in this country the truth that good blood and force of character combined compel success. Coming of strong people, made penniless by the vicissitudes of life, he has yet acquired amid a strange and perforce at first unsympathetic people, a commanding position. With a military record which any man might be proud of, utterly unable, for instance, to remain passive when, through the jealousies of others, he was temporarily without a command—a command which had been awarded to him for bravery on the field of battle—he resigned his commission as brigadier-general and immediately entered Gen. Fitzhugh Lee's cavalry as a private, and as such taken prisoner of war, he yet is so tender hearted as to be unable to resist the constant appeal of suffering humanity brought before him in a great city.

Singularly happy in his domestic life, of the highest personal character, impetuous by nature, yet chastened by adversity and increasing years—an eloquent orator, a vigorous writer, a close student and man of wide and varied scholarship, few better represent the possibilities before the University-trained man in this country.

Amid the many notable instances of judgment in Judge Pryor may be mentioned, that through him Knownothingism received its death blow in the campaign which in 1857 elected Gen. Wise Governor of Virginia; that he was opposed to all measures tending to the disruption of the Union, not leaving his post at Washington till his State had seceded; that he advocated the policy of acquiescence by the South after the war was over—in all these and many other instances following better and purer impulses than those around him. Magnetic in manner and of a striking personality, he is one of those few men of whom it may be said, "To know him is to love him."

TOWSEN CALDWELL.



St. Philips in the Highlands.

THE COLLEGE MAN AT HOME.

Whether St. Philips is named for Philip the apostle or Philip the evangelist, I am uninformed, and neglected to ask, so much was I impressed with this beautiful parish church at Garrisons, on the Hudson. Few of those who leave the train at Garrisons, and turn their faces across the river towards West Point, are aware of the existence within a few hundred yards of them of one of the most beautiful and historic parishes of our country, which has for its rector the subject of my sketch of the college man at home.

The Rev. Walter Thompson, D. D., was born in Troy, N. Y., in 1851. His ancestors, both on his father's and mother's side, were of old New England stock, settling in New Haven and New London, Conn., as early as 1637. For this reason, it was deemed expedient to give a thorough New England education to Dr. Thompson, and he was placed in charge of Prof. Josiah Clark, a celebrated classical scholar and an old principal of Williston Seminary, at East Hampton. Having prepared for college at Northampton, Dr. Thompson entered Amherst College and was graduated with the class of 1872. Immediately thereafter he entered the Divinity School of the Episcopal Church, at Middletown, Conn., and studied Theology under the Presiding Bishop of the church, the well-learned Bishop Williams, of Connecticut. Ordained Deacon in the Mother Church of Troy, by Bishop Doane, of Albany, in May, 1875, Mr.

Thompson gave himself to the missionary work of the diocese, and took charge of the mission at Cambridge, Washington County, for the space of one year, receiving Priest Orders in Albany, in June, 1876. Immediately thereafter he traveled several years in Europe and the East, making prolonged tours in Egypt and the Holy Land. Returning to America, he took charge of Grace Church, Waterford, N. Y., and continued the faithful rector there for the space of six years. In 1883, at the urgent solicitation of the Vestry, he accepted the call to St. Philips Church, in the highlands, and has continued the rector of that lovely highland parish for a space exceeding eight years.

THE REV. WALTER THOMPSON, D. D.

In the midst of the most romantic scenery of the country, surrounded by historical associations in our country's history, owning an old Revolutionary redoubt, and surrounded by a people who have been instrumental in making the history of the nation, the Rector finds intellectual incitement, and as well intellectual society. There are among them men active in the past and progressive in the present: Hamilton Fish, Governor, Senator and Secretary of State; Edwards Pierrepont, Minister, Court of St. James and Attorney-General; Financiers like Samuel Sloan and W. H. Osborn; and in the younger generation, legislators, like W. E. Rogers and Hamilton Fish, Jr. But as you stand upon the ground you must be impressed with the historic associations of the place. In this pre-revolutionary parish worshipped the beautiful Miss Philips, beloved of General Washington. To the same church came for service Benedict Arnold, whose headquarters were at Beverly House in this parish, and to which house was brought the news of André's capture while the traitor was preparing to receive Washington at breakfast. Here, encompassed by associations of the past and the lovely surroundings of to-day, the Rector passes his life. He refused the chair of Political Economy and English Literature at Hobart College in 1886,

RESIDENCE OF THE REV. WALTER THOMPSON, GARRISONS, N. Y.

in the Departments of Latin and English Literature. He has made frequent trips abroad, sojourning in most of the capitals of Europe. The parish church, of which we give a sketch, is well known throughout the church at large. Canon Knox Little, of Worcester, a famous preacher of the English Church, has held two Retreats for the clergy here. So also did the Rev. H. R. Akin before the Advent Mission of New York during the winter of 1886. Here also the Rt. Rev. H. C. Potter, the Bishop of New York, brings his candidates for Holy Orders every Whitsuntide. Seen from every point of view, historical, social and intellectual, S. Philip in the Highlands occupies an unique position, and I think that I am justified in introducing this series of the college man in his home with the accompanying sketch of St. Philip's Church and the Rector's house. And may we not hope, with the on-going of time, that our country may be settled, as is England to-day, with just such churches and homes as I have introduced to the attention of our readers in this number of the UNIVERSITY MAGAZINE.

SAMUEL MARSH.

Sidney E. Morse, A. M.

SIDNEY E. MORSE, A. M.

THERE are in this country, as in Europe, families whose sons are all college bred—university families, as it were.

With the exception of the Rev. Samuel Findley, D.D., Princeton's president in 1761, who was one of Mr. Morse's grandfathers, the entire family have been graduated at Yale.

The grandfather, Rev. Jedidiath Morse, D. D., one of the most active men of his generation, known best to fame, perhaps, as "The Father of American Geography," was graduated in 1783. The father, Richard Cary Morse, founder of the New York *Observer*, took his degree in 1811. One uncle, S. E. Morse, who became one of the managers of the New York *Observer*, was given his degree of A. B. in 1811.

Another uncle, Samuel F. B. Morse, whose name will go to perpetuity in connection with the telegraph, was made a son of Yale in 1810.

The present Sidney E. Morse was born November 25th, 1835, in Beekman street, on the precise spot where now stands his office desk. The house wherein his parents lived in due season gave way to the Morse Building, which, when it was erected in 1878, was the highest brick wall office building in the world. It was predicted at the time that it would be the financial ruin of its builders, Messrs. Sidney E. and G. Livingston Morse. Termed then the "Morse Folly," recent years have shown that they read the future better than their critics.

When in college Mr. Morse belonged to the *A Δ Φ* Fraternity, then in its zenith at Yale, to the Scroll and Key Society, and was the wooden

spoon man of his class, an honor which every Yalensian knows was awarded to the most popular man in each year.

After this he was graduated in 1856, the famous class of "'56," which has given to the world Dr. Depew, Justices Brewer and Brown, of the present Supreme Court bench, and more distinguished men than any other class before or since.*

Mr. Morse, for his further education, took a trip around the world. Going around the world was not an every day matter then, and Jules Verne had not yet reduced the record to "eighty days."

Returning from abroad in 1858, he became one of the chief editors, and presently, proprietors of the New York *Observer*. The paper became remarkably successful under Mr. Morse's management. He retired from active work in 1871, and in 1873 sold his interest in the journal. Several years were spent in extensive travel in Europe and in the United States. His earnest nature soon became wearied with inactivity, though he had found during the winter of 1875 and 1876 vent to his energy in serving as Commodore of the St. Augustine Yacht Club. He became again immersed in active pursuits. He is now the executor of several large estates, treasurer and director in many business corporations, president of one company, and vice-president of another, the Bunnell & Eno Investment Company, in whose office he makes his headquarters.

Mr. Morse married in 1859 Miss Anna M. Church, grand-daughter of the elder Professor Benjamin Silliman, of Yale College, served seven years on the staffs of Generals Yates and Burger, has been a member of the University Club since its organization, and is to-day, despite heavy financial cares and responsibilities, easy of access, genial and courteous in manner, and one of the very best representatives to be found in metropolitan life of the university man in affairs.

CHARLES T. CATLIN.

The Hon. John Jay, LL. D.

COLUMBIA College began to keep a roll of honor during the earliest years of her existence. Witness these names, famous for the master part their owners played during the formative period and in the early years of our government: Alexander Hamilton, Richard Harison, John Jay, Egbert Benson, Robert R. Livingston, Henry Rutgers, Gouverneur Morris, Robert Troup, De Witt Clinton, all large-hearted sons of one Alma Mater—what a constellation of brilliant minds appearing all at one period of time, arising from a common source, flashing forth, at a critical time of darkness, in the intellectual firmament of the Western world!

* The writer must be pardoned for a little enthusiasm on this subjection, as he was himself a member of this class, and feels that he should assert its rights as against "'37" and "'53," and all subsequent classes.

And such men bred men. John Jay, the subject of our sketch, is the well-known grandson of the John Jay of revolutionary times. Mr. Jay is to-day the head and most distinguished representative of the great family of that name, and worthily wears the ancestral mantle of dignified and illustrious citizenship.

After the revocation of the Edict of Nantes in 1685, Augustus Jay, a Huguenot merchant of La Rochelle, France, emigrated to America to escape persecution, and settled first in Charleston, South Carolina, and afterwards in New York. From him is descended the family of the name. He came to New York in 1686, when twenty-one years of age. In 1697, he married Anna Maria, daughter of Balthazar Bayard. His high character, his wealth and accomplishments, together with his fine presence and engaging manners, made him a notable personage of the time. His son Peter, born in 1704, was educated in Europe and, upon his return, married Mary Van Cortlandt; and on the 12th of December, 1745, John Jay was born to them.

THE HON. JOHN JAY, LL. D.

When Washington became President, he tendered to this John Jay a choice of the offices in his gift; and that of Chief Justice of the Supreme Court of the United States was chosen, and filled with signal honor and success.

The second son and fifth child of the Chief Justice, who married Sarah Livingston, was William Jay. William Jay was born in New York, June 16th, 1789, and died at Bedford, New York, October 14th, 1858. Jurist, author and philanthropist, his influence on public opinion of the time was marked. The sturdy stock from which he came made him, in every sense of the word, a reformer. He took an active part in the missionary and educational movements of the day, and also in the matter of anti-slavery agitation. In 1820, he became the first judge of Westchester County, and held the office with honor to himself and his constituents for many years. In 1842, however, he was superseded on account of his abolitionist sentiments, which were too radical for the time. By his will he left a bequest of $1,000 for "promoting the safety and comfort of fugitive slaves." His wife was Augusta, daughter of John McVickar. Seven children were born to them, the third, and first son, being the present John Jay.

John Jay was born in New York, June 23, 1817. He entered Columbia at the age of fifteen and was graduated in the class of 1836. When he was a Senior, the Hon. Samuel Blatchford, Associate Justice of

the United States Supreme Court, was a Junior, the genial William R. Travers a Sophomore, and Johh Jacob Astor and Henry Drisler were Freshmen. The College, at its recent commencement, June 10, 1891, gave deserved recognition of his distinguished services to his country, his church and his Alma Mater, by conferring upon him, amid prolonged applause, the honorary degree of Doctor of Laws.

In 1854 he organized the meetings at the Broadway Tabernacle, that resulted in the State Convention at Saratoga on August 10 of that year, and in the dissolution of the Whig and formation of the Republican party at Syracuse, September, 1855.

In 1869 he was sent to the Court of Austria as United States Minister. His diplomatic work included a naturalization treaty, the establishment of a convention on trade-marks, and the supervision of the United States Commission to the World's Fair at Vienna in 1873. He resigned, and returned to the United States in 1875, and has since then resided in New York City.

In 1877 he was appointed by Secretary Sherman to the Chairmanship of the Commission to investigate the New York Custom House system. In 1883, Governor Cleveland appointed him the only Republican member of the State Civil Service Commission, of which, for several years, he was President.

Mr. Jay has long been active in the work of geographical and statistical societies, and was, for many years, a manager and corresponding secretary of the New York Historical Society. He was one of the earliest members of the Union League Club of New York City, and for several years its President. He was also the first President of the Huguenot Society, organized in New York in 1885 ; and was, within the past month, worthily made Honorary President of a new organization called the Patria Club, the design of which is to stimulate patriotism.

Mr. Jay is prominently identified with the Episcopal Church as one of the leaders of its laity. His addresses in connection with church and slavery questions have, many of them, been printed and widely circulated. Among them are, "The Dignity of the Abolition Cause as Compared with the Political Schemes of the Day," (1839); "Caste and Slavery in the American Church," (1843); "The Proxy Bill and the Tract Society," (1859); "The American Church and the American Slave Trade," (1860); "The Great Conspiracy and England's Neutrality," (1861); "America Free or America Slave," and "Memories of the Past," (1867).

Now in the evening of life, John Jay can certainly look back with satisfaction at his seventy-four years of existence well spent in the interests of his fellowmen. Few men are worthy both as descendant and as ancestor. John Jay is one.

RUFORD FRANKLIN.

The Hon. Charles Bulkley Hubbell.

MR. CHARLES BULKLEY HUBBELL, who is recognized as one of the rapidly rising members of the New York Bar, comes of an old New England stock, being descended on his mother's side from the first president of Harvard College, and on his father's side from Richard Hubbell, who, in 1654, presented a Communion service to the church at Fairfield, Conn. That the natural vigor of this family stock has not diminished is clear from the fact that Mr. Hubbell is also a nephew of Dr. Mark Hopkins, and that his father, Dr. Charles L. Hubbell, was for many years one of the best known physicians and surgeons at Troy, in this State. In that city Mr. Hubbell prepared for college and graduated from Williams in 1874, and from the Albany Law School in 1876. He was for a time in the law office of Messrs. Smith, Fursman & Cowen at Troy, and had the personal suggestion in connection with his law studies of Mr. Fursman, now judge of the Supreme Court. Deciding to seek fresher fields than those in which he had been born, Mr. Hubbell went to Milwaukee and became a member of the firm of Davis & Riess, who had been associated together in the practice of law in that city for more than forty years, the firm name changing to Davis, Hubbell & Riess. Mr. Hubbell further advanced his good fortune by marrying Miss Emily

Chandler, of Thompson, Conn. Not long after this fortunate event, and desirous of a still larger field of activity, he came to the city of New York, where he has rapidly made his way into a large and influential practice. His natural aptitude for public service is indicated by the fact that he was elected a member of the Common Council of Troy at the very early age of twenty-three, and that he was appointed Commissioner of Education in this city in 1890. He is said to be the youngest man who has ever been made a member of the Board. In college Mr. Hubbell was a member of the Kappa Alpha Fraternity. In this city he is well known at the University and Lawyer's Clubs, at the Bar Association and in the New England society. His prominence among the Alumni of Williams College is indicated by the fact that he holds the position of Vice-President of the Williams Association. A man of vigorous physique, resolute will, and of distinct and maturing ability, Mr. Hubbell has already successfully established himself in this great center of strenuous competition.

HAMILTON W. MABIE.

The Hon. Daniel G. Rollins, LL. D.

BUT one Republican has ever held the office of Surrogate of the City of New York, and he received the academic training which laid the foundation for his final successes at the quiet little New Hampshire town of Hanover. He points with pride to the classic walls of old Dartmouth, and calls her his Alma Mater.

The grand old institution which for over a century has vied with Union and Williams in sending the greatest number of sons to the highest courts, the highest offices of trust and State, the highest positions in business, civil and professional life, is pleased to name Mr. Rollins as one of her most illustrious alumni ; one whose sterling integrity, sound judgment and unflagging industry has brought him into the very front rank of the representative men of our country and our times.

Modest, unassuming, serious in manner and an attentive listener, one little suspects his fund of humor, the extent of his erudition, and that through mastery of the power of pure reasoning, which made him the most trusted confidential friend of the late President Arthur.

Mr. Rollins came of proud old New England stock. He was born at Great Falls, New Hampshire, in 1842, and at the age of only eighteen was graduated from Dartmouth, in the class of 1860, as the salutatorian and second in rank, a member of the Psi Upsilon Fraternity and of all the popular undergraduate organizations.

Immediately after graduation he began the study of law in his native town with the firm of Jordan and Rollins, and later spent a year in the Harvard Law School. In 1863 Mr. Rollins settled in Portland, Me., practicing there until 1866, and serving for a year there as Assistant Assessor of Internal Revenue.

Returning to New York City he became Assistant United States Attorney under Dickinson, Courtney and Pierrepont, from 1866–69. Quitting his public duties for a time he confined himself entirely to his private practice until in 1873 District Attorney Benjamin K. Phelps appointed him his first assistant, and he occupied that post until the death of Mr. Phelps, when Governor Cornell appointed him his successor.

A year later the people of New York, by a majority of 15,000, elected him Surrogate. This office he held until 1887, when he was nominated for Judge of the Supreme Court; but although he ran 25,000 ahead of the ticket, he was defeated.

His most important decisions while Surrogate were given in the Hoyt, Marx, Hammersly, Paine and Darling cases, and his prompt and efficient discharge of the duties of that office gave the utmost satisfaction to all who had business in his Court.

He has won an enviable reputation on the Bench and at the Bar.

Ever loyal to Dartmouth he was President of its Alumni Association 1880–4, and was made a Doctor of Laws by his Alma Mater in the latter year. No man could be a better friend; no college need be prouder of a son.

THOMAS WINSOR.

Peripatetic.

It is curious how long it takes to bring about a sensible change in matters undergraduate.

A year ago I predicted that the time was not far distant when the Hudson River, below 130th Street, would be the scene of one of the greatest boat races of modern times, that there would be from thirteen to twenty competitors side by side and a concourse of over one hundred thousand spectators lining the banks to witness the struggle for equatic honors indulged in by as many colleges.

I said this advisedly.

In the first place because the course is the largest available for the purpose in the country. Secondly, more people are at hand who would be able to and wish to view such a race. Numbers produce enthusiasm. Enthusiasm incites the competitors to greater efforts. Thirdly, a victory over thirteen or more crews is a victory worth winning. Fourthly, the sloping banks of Riverside Park afford a most perfect, natural ampitheatre, while the tracks of the railroad, at its foot, would admit of observation trains without end. Finally, the river is, at this season of the year, almost always calm at some hour of the day, and the annoying postponements could therefore be avoided.

The signal note of all this has already been sounded.

Here is a freshman crew from the interior of the State, admirably trained, who win a race against a crew composed of city-bred striplings who row the pluckiest kind of a race, and who, as if stuug by this defeat, turned about a day or two later and beat handily the two greatest rowing colleges in the country.

Now comes the awkward part; that one crew crowing over them is dimming the glory which otherwise would have made them famous the college world over.

And why all this? Simply because it has thus far been impossible to infuse into *all* our colleges the real spirit of manly rivalry which wants the best crew to win, and to know that when it does win it is the representative college crew of the country.

There are many excuses for the existence of a "dual league." There are good arguments pro and con. There are none whatever why a crew should be placed in the anomalous position of the Columbia Freshman crew.

The outcome of it all is beginning to show itself.

The meeting recently held in New London to organize an annual Intercollegiate Boat Race may result in nothing this year, but it is only a question of time. It is sure to come in another year. The selection of the Hudson River course is only one step beyond, and in the natural course of events.

Apropos of boat racing, I have always insisted that Rutgers should make a fair trial at it. She has an

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Owing to the overwhelming amount of matter appertaining to the various commencements, it has been deemed impossible to give proper space to each, therefore all are omitted. —[Ed.]

admirable course for practice at her very doors. It makes Harvard and Columbia men groan to compare the Charles and the Harlem with what Rutgers neglects. And Columbia has practically no more men than Rutgers from which to select her crews.

There is an undoubted opportunity for some generous friend, not of Rutgers College necessarily, but of college sports and of the development of "*mens sana in corpore sano*," to make himself remembered affectionately for years by a whole college.

Four thousand dollars would give Rutgers a boat house and the shells to equip it.

Trustees Samuel Sloan and James Neilson, are the men to make the business a success.

The secret of Cornell's eight years of uninterrupted and Yale's frequent success is not difficult to discover. It is *one trainer* and one set of ideas carried to perfection as nearly as possible.

The University of Pennsylvania has only to change her trainer to prove this true in her case as well.

If some good friend of Princeton would only present a first class rowing tank to that university it would make our annual races infinitely more interesting and enable Princeton to send a powerful crew to New London or elsewhere to make things warm for Cornell and others.

That reminds me that Princeton has received over $400,000 in gifts during the last year. At such a rate it will not be long before our American Universities will surpass in endowments the great English Universities, and with American energy behind them surpass their English cousins in power to educate and civilize.

The long-expected gift to Colgate (formerly Madison University) at Hamilton, N. Y., has at last appeared. Mr. James B. Colgate, the well-known and genial banker, for whom the University changed its name, has on June 6th given one million dollars in securities to be used for the general purposes of the college. It is indeed a princely gift. With becoming modesty Mr. Colgate gives to the fund the name of Ebenezer Dodge, his friend and late president of the college.

If the class day and commencement visitors to Yale and Harvard think that the exorbitant prices they pay for wretched accommodations are the same everywhere they have only to refer to the notice in the *Bulletin*, the college publication of Ursinus College, at Collegeville, Penn., in which "excellent boarding accommodations will be provided for all visitors at $1.00 and $1.50 per day if they will communicate with the Commencement Committee.

Speaking of the enormous gifts to sectarian institutions the president of one of our oldest Episcopal colleges said to me last week that it was a recognized fact, well known to other denominations, that the institutions of learning under the patronage and charge of that denomination had almost stood still in the course of the last twenty years in comparison with the progress made by other denomina-

tional institutions. That many had even been allowed to die entirely while under the guidance and with the assistance of other churches, great universities had been born and startled the world with their success.

Asking another Episcopal college president what reason he attributed to this he replied that the president in such colleges was but a figure-head, the puppet and slave of the bishop of the diocese, while other denominations left their college presidents entirely free to do as they pleased in building up their great seats of learning.

The matter should be thoroughly sifted and ventilated. I should like to hear other opinions on the subject.

I am extremely gratified to notice the increasing tendency on the part of Columbia's trustees to recognize the merits of their own alumni when conferring honorary degrees. While the same evening Princeton was ignoring all outsiders in conferring similar degrees upon her own distinguished sons, Columbia handed the coveted parchments to one at least of her most worthy alumni, the Honorable John Jay.

Mr. Jay comes of a stock that has been proud to point to a number of sons as alumni of Columbia, and one of whom, John Jay, Sr., had held during his life almost every position of honor that a grateful country could bestow.

The conferring of an LL. D. upon President Gates, of Amherst, was a graceful recognition of Amherst's courtesy in similarly honoring Seth Low shortly after his election to the Presidency of Columbia, and who was at that time able to affix no higher title to his name than A. M.

President Gates was already twice an LL. D., having received one from Princeton and one, I think, from the University of New York.

Columbia could well, and still with perfect dignity, afford to confer as many as three of these highly prized honors each year upon alumni who have by their life work and their deeds reflected credit upon the college. Up to the present time she has been unanimously considered distinctly and unnecessarily parsimonious and inconsiderate in this matter. I am pleased to congratulate the trustees upon their action this year and last. But there are others yet to be remembered.

It is not often that we find in this world men who sink all questions of vanity, selfish interest and personal aggrandizement beneath the waves of duty to a cause, or a principle. Such a man is the Rev. Thomas F. Gailor, who has just refused a bishopric, because it would interfere with his work of building up the cause of higher education at the University of the South, Sewanee, Tenn., of which he is now the Vice Chancellor and acting head. My heart warmed towards this modest, earnest gentleman as at commencement I saw him step forward to receive the honorary degree tendered by President Low.

Typical perfection of body and brilliant literary ability rather oddly joined hands in the recent wedding of Miss Elaine Goodale, the authoress, and Dr. Chas. Alexander Eastman, the Sioux Indian, who can name either Dartmouth or Beloit as his Alma Mater.

His ushers were classmates, and the officiating clergyman, Rev. E. W. Donald, was an Amherst man of '69. Quite a college affair for Ascension Church.

With all the success that has brightened my pathway in telling the alumnus the facts and fancies which interest him in his Alma Mater, that which has given me the most genuine pleasure was the receipt of two letters by the same mail from two brothers, both members of the class of '41 in Columbia, Messrs. Wm. L. and Augustus L. Smith, each enclosing his subscription and ordering the magazine sent to the same home address. That bespeaks appreciation.

Before the subject of Beloit College escapes me, I want to point out to its alumni and to the college world in general one of the cleverest annuals I have ever seen. It is the *Codex*, of Beloit, which recently appeared on my table. It is replete with wit, pictorial and other, and well edited. Some of its best illustrations will perhaps appear later in these pages.

The Yale *Pot Pourri* of this year is by all odds the best that has ever appeared in Yale, and is creditable to its publishers.

Very handsome heliotype pictures of the secret society and fraternity lodges lend added interest

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Walter B. Devereaux, a graduate of Princeton in 1874 and of the Columbia School of Mines in 1878, is said to be the most successful graduate of the latter institution in amassing a fortune by dint of untiring professional industry and native ability. His income is variously stated at $30,000 to $60,000 per year.

The Columbia Trustees have just accepted his offer of a prize of $100 for the best essay on "The Transmission of Power by Electricity."

Prof. Wm. Huston, M. A., of Toronto, says of university extension that the opportunities for education are to be brought before everybody and each one can avail himself according to his capacity. It must be on litinerant lines—certain persons perambulating the country like the old circuit riders, bringing this intellectual opportunity within the reach of every man.

This is the conception of the matter that Mr. Moulson presents in Philadelphia.

Professor Thos. A. Hughes, of St. Francis Xavier, says that the society of Jesus has twenty-six colleges in the country formed on one system. Detroit college in particular, upon graduating its students, sees many of them go to the University of Michigan. The pres-

ident of the college remarked that students going thus to the universities from the college entered upon the higher courses of the university which fact agrees with the suggestion made by President Adams about the relation of the intermediate colleges to the universities.

Professor Francis H. Stoddard, of the University of the City of New York, says in reference to it: "I was in a position to observe the work in England and it has been carried out there as an extension of education from the male sex to the female sex. At the summer meeting something over 12,000 were present and about nine-tenths of the number were women. It is quite possible that the same demand as exists in England for the extension of university work from men to women does not exist in this country for the reason that the opportunities extended to women here through high schools academies, colleges and universties vastly exceed those offered to women in England.

One of the oddest of the eccentric characters known to Harvard men many years ago was "Father Abbey," who used to serve the boys in the double capacity of bed maker and sweep. His quaint will, recently unearthed, recalls a delightful picture of him, and I give it below:

To my dear wife,
My joy and life,
I freely now do give her
My whole estate,
With all my plate,
Being just about to leave her.

My tub of soap,
A long cart rope,
A frying pan and kettle,
An ashes-pail,
A threshing flail,
An iron wedge and beetle.

Two painted chairs,
Nine warden pears,
A large old dripping platter,
This bed of hay
On which I lay,
An old sauce-pan for butter.

A little mug,
A two-quart jug,
A bottle full of brandy;
A looking glass
To see your face,
You'll find it very handy.

A musket true
As ever flew,
A pound of shot and wallet;
A leather sash,
My calabash,
My powder horn and bullet.

An old sword blade,
A garden spade,
A hoe, a rake, a ladder;
A wooden can,
A close stool pan,
A crystal pipe and bladder.

A greasy hat,
My old ram cat,
A yard and a half of linen;
A pot of grease,
A woolen fleece,
In order for your spinning.

A small tooth comb,
An ashen broom,
A candlestick and hatchet,
A coverlid
Strip'd down with red,
A bag of rags to patch it.

A ragged mat,
A tub of fat,
A book put out by Bunyan,
Another book
By Robin Rook,
A skein or two of spunyarn.

An old black muff,
Some garden stuff,
A quantity of burrage,
Some devil's weed,
And burdock seed,
To season well your porridge.

A chafing dish,
With one salt fish,
If I am not mistaken,
A leg of pork,
A broken fork,
And half a flitch of bacon.

A spinning wheel,
One peck of meal,
A knife without a handle,

A rusty lamp,
Two quarts of samp,
A half a tallow candle.

My pouch and pipes,
Two oxen tripes,
An oaken dish well carved,
My little dog,
And spotted hog,
With two young pigs just starved.

This is my store,
I have no more,
I heartily do give it;
My cares are spun,
My days are done,
And so I think to leave it.

NEW HAVEN, January, 1731–2.

Our sweeper having lately buried his spouse, and accidentally hearing of the death and will of his deceased Cambridge brother, has conceived a violent passion for the relict. As love softens the mind and disposes to poetry, he has eased himself in the following strains, which he transmits to the charming widow, as the first essay of his love and courtship:

Mistress Abbey,
To you I fly,
You only can relieve me;
To you I turn,
For you I burn,
If you will but believe me.

Then gentle dame,
Admit my flame,
And grant my petition;
If you deny,
Alas! I die
In pitiful condition.

Before the news
Of your dead spouse
Had reach'd us at New Haven,
My dear wife dy'd,
Who was my bride
In Anno eighty-seven.

Thus being free,
Let's us both agree
To join our hands, for I do
Boldly aver
A widower
Is fittest for a widow.

You may be sure
'Tis not your dow'r
I make this flowing verse on;
In these smooth lays
I only praise
The glories of your person.

For the whole that
Was left to Mat
Fortune to me has granted
In equal store,
I've one thing more,
Which Matthew long had wanted.

No teeth, 'tis true,
You have to shew,
The young think teeth inviting,
But silly youths!
I love those mouths
Where there's no fear of biting.

A leaky eye,
That's never dry,
These woeful times is fitting,
A wrinkled face
Adds solemn grace
To folks devout at meeting,

Thus to go on
I would pen down
Your charms from head to foot,
Set all your glory
In verse before ye,
But I've no mind to do 't.

Then haste away,
And make no stay;
For soon as you can let her,
We'll eat and sleep,
Make beds and sweep,
And talk and smoke together.

But if, my dear,
I must move there,
Tow'rds Cambridge strait I'll set me,
To towze the hay
On which you lay,
If age and you will let me.

[The sequel history doth not record. Mayhap Madame Abbey believed in the saying, "Once a widow, always a widow."]

Addresses were delivered at the Yale Alumni meeting in New Haven by Effingham H. Nichols, '41; Richard Storrs Wells, '41; Asaph French, '51; Justice David J. Brewer, '56; the Rev. W. E. Park, '61; Prof. E. W. Hicks, '66; Howard Mansfield, '71; Henry Wilcox, '76; Sherman Evarts, '81; and H. L. Thompson, '88. While he had the platform Justice Brewer remarked that it was a somewhat noteworthy fact that two men of the same class, Judge Brown and he, should at present have the United States Supreme Court between them, Judge Brown being at one end and he at the other.

Book Reviews.

Political Science and Constitutional Law is a treatise in 2 vols., by Prof. J. W. Burgess, head of Columbia's Faculty of Political Science, and is part of a systematic series edited by that faculty. Vol. I. exhaustively treats of sovereignty and liberty; Vol. II., of government.

It is one of the most systematic and comprehensive of the many treatises on this subject, not the least valuable feature of which is a beautifully full, and elaborate index, enabling the student to find readily what he seeks when first reading or afterwards referring. Dr. Burgess claims to advance some different interpretation of facts, and, therefore, some different conclusions. This is the least valuable feature. The method is its best recommendation. W. G. E.

Appleton's School Physics, American Book Co., N. Y., has little to recommend it over existing treatises beyond the fact that it contains some of the later developments in the science.

Animal Life and Intelligence, by C. Lloyd Morgan, F. G. S., Dean of University College, Bristol. Ginn & Co., Boston. The student of biology will be grateful to Lloyd Morgan for his latest work, Animal Life and Intelligence.

In this volume he has given us the result of years of deep thought and study, in language so simple that it will not be beyond the ready comprehension of the reader of average intelligence. His ideas on evolution will be found to be particularly interesting. To the naturalist, this work will prove a valuable book of reference. M. S.

The American Citizen, by Thomas F. Doyle, D. C. Heath & Co., Boston. The author believing that morality in citizenship can only be taught in our schools by coating the moral pill with a sugar of interesting matter or form. The object of this book, therefore, is not merely to state facts about the government of our country and our social institutions, but to illustrate the moral principles which underlie the life of civilized men. He treats successively of the government and lessons of the family, the school, the club, personal habits, men's mutual interests and duties to each other. Further on he treats more directly of the subject, "The Rights and Duties of Citizens," business and money, social life, and international rights and duties.

Without being voluminous and exhaustive, the book, of 320 pp., is an excellent introduction, either for the university student or the thoughtful man of affairs, to the study of Political Economy and will make that study far easier and more interesting. W. G. E.

Professor Dunbar's Compilation of the Laws of the United States, from 1789 to 1891, relating to currency, finance and banking (Ginn & Co., Boston), is of value to the student of finance and political economy:

First.—As giving a carefully prepared chronological compilation of the laws of the United States on these subjects, showing what bills have become laws, and,

Second.—As presenting all vetoed bills on finance, which, though failing to become laws, are, nevertheless, of great importance in tracing the history of finance in this country.

The former saves a laborious search through the U. S. statutes at large, and the latter gives valuable data as to the course of legislation not to be found outside of the Journals of Congress. F. W. H.

Harry's Career at Yale. John Seymour Wood, Yale, '74, has a story of college life now running in *Outing*, which is well worth reading. It is brightly and amusingly written and is true to life. We have long waited for a good story of American college life, setting out the real facts as they are. Writers of college tales have been numerous, but they have usually surrounded their theme with romance. Mr. Wood's story is realistic, and the account of the D. K. initiation is inimitable. We commend the story to our readers.

Mr. Wood is well-known in New York. He is a member of the University Club, and was one of the organizers of the New Aldine Club, on Lafayette Place. He has had two stories in *Scribner's*, and has one which will appear this fall in the *Century*. His literary career bids fair to fulfill its early promise, when he took the "lit" medal in his junior year at college.

COLUMBIA FRESHMAN CREW

UNDERGRADUATE WITTICISMS.

A "Chip" of the Old Block.

I love to flirt with college boys
  Because they are so nice,
And when they kiss me once I know
  They're going to kiss me twice.

And then they have such nice soft hands,
  They don't seem hard and rough
When'er they find my own soft hand
  All hidden in my muff.

Now, father says that that's all right,
  And so I'm sure it is.
You ought to see the photographs
  Of some old girls of his.

But mother, when she hears of it,
  Just lectures me—while pa,
He takes my side and slyly says
  I learned it all from ma.

—*The Brunonian.*

JUDGE.—What's the prisoner charged with?

OFFICER.—Whiskey, yer honor.—*Harvard Lampoon.*

"You're not a true Democrat, Maclave; you declined to recognize your barber just now. That's snobbish."

"Why? The beggar cut me himself this morning."—*Tiger.*

Pull Down the Blinds.

Her eyes? They're pathos, longing, love;
  Filled full with tender thoughts they roll—
Two lovely orbs are peeping forth
  From out the windows of her soul.

No grander beauty will you find
  Though should you search from pole to pole—
Her face—her form—but ah, her eyes,
  Those wondrous windows of her soul.

One fault, and but one fault alone;
  Her shoe has got a tiny hole,—
Two lovely toes are peeping forth
  From out the "windows" of her sole.

—*Cornell Era.*

Deceiving.

It was only a newspaper story,
  And yet as I read it o'er,
My eyes grew moist and heavy,
  As they had not in years before.

It was not the art of the writer,
  That on my heartstrings swept,
But the story simple and tender,
  Went to my heart, and I wept.

But when I arrived at the "finis,"
  It caused my heart to ache,
And I said bad words, for that tender tale
  Was an advertising fake.—*Pan Hellenic.*

In vain with sonnets to the maid,
The poet to win her heart essayed;
A verse she liked, but—woman's whim—
She still appeared a verse to him.

—*Harvard Lampoon.*

The man in a wrestling match dosen't want the earth.

She.—I hear that Mr. Sheffield Hall has written such a fine thesis that it will soon be out in print.

Lopher, '91, S.—Oh, that's nothing; my thesis was out in print before I wrote it.—*Yale Record.*

Here lies a Peck which some men say
Was first of all a Peck of clay;
This, wrought with skill divine, while fresh
Became a curious Peck of flesh;
Through various forms its matter ran
Then adding breath made Peck a man.
Full fifty years Peck felt life's bubbles,
Till Death relieved a Peck of troubles;
Then fell poor Peck, as all things must,
And here he lies—a Peck of dust —*Tiger.*

Customer.— Isn't that a pretty large price to charge for a second-hand pair of shoes?

Dealer.—Yes, mine vriendt: but dose shoes pelonged to Zenator Edmunds alreatty.

MR. SILLÉ.—You have probably forgotten my name, Miss Ayres.

MISS AYRES.—Yes ; I must confess I have.

MR. S.—It's Sillé.

MISS A.—Yes ; I know it's silly, but what is it ?—*Tiger.*

FATHER(exasperated).—I wonder if those youngsters couldn't make more noise.

WIFE (sweetly).—I don't know, dear ; you know they are still children.

A MEDICAL OPINION.

Doctor—"My dear sir, even a cursory examination with my polmonometer assures me that fully fifteen cubic millimeters of your left lung is entirely eaten away !"

Patient—"Great Heavens ! Doctor, how much is that ?"

Doctor—"Five dollars, please !"
—*Columbia Spectator.*

Heard in Botany—"Why do some specialized stems have hairs growing from them ?"

"Oh, just for roots."—*Rensselaer Polytechnic.*

Freshman—"Oh, we're having the most dreadful time in Ethics. We're in the Kingdom of Heaven now."—*Wellesley Prelude.*

SWIPSEY (the tramp)—G'way fr'm me, young feller. Don't know yer. I feel like a millionaire.

HUSKY O'SHAUNESSY (second wanderer)—Wot yer givin' us. A millionaire wid dem clo'es ?

S.—Dat's just de point. Got lots er rents to collect. See !—*Tiger.*

Willie Raggs.—Dat Jonah wuz a queer pill, was'n he ?

Teacher,—Why, Willie, what makes you call him a pill ?

Willie R.—Cause he wuz swarllered so easy.—*Yale Record.*

Dentist (to professional ball-player, who had just been smashed in the face and was calmly picking out teeth).—That's the trouble with cheap teeth, they come out at an important time in the game.—*Tiger.*

Why does an old maid always wear cotton gloves ?

Because she doesn't like kids.—*Tiger.*

SHE—Another revolution! I wonder why it is that there is always something the matter with Chili ?

HE—It hasn't got a very strong constitution.—*Yale Record.*

AT THE DENTIST'S.

HE—Now, open your mouth, please. After a moment's inspection : Are you from Wellesley ?

MISS V.—Why, doctor, do you see Greek roots ?

Later on, when she took gas and was told to think of something pleasant, she was heard to remark, upon recovering consciousness : Oh, I thought I was in an electric car, on my way to Harvard !—*Wellesley Prelude.*

WARD POLITICS.

"We're great *wire* pullers," remarked the picture to the frame.—*Tiger.*

COLLEGE NEWS.

ASSOCIATE EDITORS.

Harvard—
Yale—Moorhead, S. W. B.
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Mass. Inst. of Tech.—Snyder, Fred. T.
Wesleyan—Floy, Frederic H.
Kenyon—Babst, E. D.
Ohio Wesleyan—Foraker, J. B.

—The Faculty at Brown propose to change the academic year from three terms to two. It also proposes to abolish the Senior vacation in early summer, on the ground that the example of idle Seniors is pernicious to the rest of the college.

—Plans have been accepted by the trustees of Cornell University for the new law school building, which is to be erected during the coming year. It will be built of the same material as the library building, and will connect with it by a series of archways.

—The Harvard University tennis tournament in singles was won by S. T. Chase, '92, who defeated A. H. Lockett, '92, in the finals. Chase was the winner in the tournament of last season.

—The make-up of the crews of Yale, Harvard, Columbia, Cornell and University of Pennsylvania shows that the Cornell men are the oldest on the average, while the Yale crew is much the heaviest.

—Among the members of Dartmouth's class of '51, to celebrate its 40th anniversary next Commencement, are Hon. Redfield Proctor, Secretary of War; Judge Jonathan Ross, of the Vermont Supreme Court; and Rev. Henry Willard, of Chicago, son of the founder of the Willard professorship of Rhetoric and Oratory.

—The Massachusetts Convention of Congregational Ministers—a society which dates its commencement from 1683, at which time the first annual sermon was preached—recently elected Rev. S. C. Beane, class of '58, of Newburyport, to preach the sermon for 1893. When the division of the churches into Trinitarian and Unitarian occurred this body remained united.

—Geo. T. Winston, who has been lately elected President of the University of North Carolina, was a member of the class of 1874, and an instructor in mathematics in 1874–75; he was then elected to the Chair of Latin and German in the University of N. C., which position he ably filled until 1885, when he

was chosen Professor of Latin Language and Literature.

—The old question why, with its present equipment, no instruction in astronomy is offered to students at Harvard, has again arisen; but the rejoinder has always been the same—that there are no funds to be applied for such a purpose.

—The Russian government appropriated last year $15,400,000 for educational purposes, and $150,000,000 for the army—ten times as much for war as for education.

—The amendments to the regulations announced recently show that the Harvard Faculty is disposed to go to the full extent of the rope given by the Overseers, and make it as easy as possible to take the degree in three years. While the regulations as amended practically allow little more than the Faculty has been accustomed to grant for several years on individual petition, still the privilege is now made general.

—Lafayette should have a fine glee club this year. There is plenty of talent in college and it should be brought out.

—President-elect Warfield has signified his intention of being at Lafayettee Commencement, but does not wish to be inaugurated until fall.

—The talk of a new cheer that was started in last week's issue of the *Lafayette*, is meeting with some little favor around the campus.

—The Elective Pamphlet for the next academic year bears strong evidence of Harvard's progressive policy. Two entirely new departments have been added, the departments of Comparative Literature and of Pedagogy.

—Amherst has abolished tug-of-war; that is, the gymnasium director will not permit the men to practice this sport in the gymnasium. Harvard also desires to have this event removed from the games at the Mott Haven meet, but will not take her team from the field until the event is discarded.

—A book of Dartmouth views will be put on sale in a few days. There will be about forty views in the collection, and the price will be considerably cheaper than has been the case with former books of the kind.

—A new chapter of Theta Nu Epsilon, to be known as Tau Chapter, has just been instituted at Wooster University, Wooster, Ohio.

—Out of nearly one hundred Lehigh Freshmen who took the Algebra examination fifty-eight failed, and out of twenty-eight Sophomores who took the Calculus fourteen failed.

—The following have been elected to the '93 *Olla Podrida* Board at Wesleyan, J. A. Leach, G. R. Munroe, F. C. Ostander, W. E. Russell, R. Squire, H. A. Thompson, J. W. Water.

—The cheering that Dr. Hitchcock of Amherst received by his victorious pupils at Springfield shows what a college can do when students and faculty work together. The thought fixed itself upon the Amherst senate and the influence it has wielded in bringing students and faculty together.

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VIEW FROM THE SUMMER SCHOOL AT AVON, N. J.
THE SEASIDE ASSEMBLY.

CONTENTS.

PAGE.

Register of Colleges 703
Evolution and Revolution 721
Hon. Andrew D. White, LL. D.—Yale, '53.
A Harvard Class Day Ode 728
The University of Tennessee 731
Geo. E. Beers, A. M., M. L.—Trinity, '89.
The Dying Day 739
The Place of Scientific and Technical Schools 740
Pres. Francis A. Walker, LL. D., Ph. D.—Amherst, '60.
The Metropolis Law School 745
Hon. Wheeler H. Peckham.
Is a Three Years' Course Desirable? 750
Wm. Allen Butler, LL. B.—Prin., '76.
The Flower Girl 752
Professor George Chase 753
David J. H. Willcox, LL. B.
Under the Princeton Elms 757
Geo. R. Wallace, A. B.—Prin., '91.
Princeton Tablet 763
Athletics and Ethics 763
Eminent Graduates of Princeton University 765

PAGE.

Frederick Brokaw 764
M. M. Miller, Lit. D.—Prof. in Princeton.
Reminiscences of '69 Columbia 766
W. D. Foulke, LL. D.—Col., '69.
Columbia 768
Ruford Franklin, A. M., LL. B.—Col., '86.
Undergraduate Witticisms 777
Peripatetic 779
Franklin W. Hopkins, A. M. 786
Clarkson A. Collins.—Brown, '76.
Arthur Gilman, M. R. 788
Dwight Hinckley Olmstead 789
Francis Ormond French, LL. B. 791
Jas. E. Homans, A. B.—H., '89.
Greek Letter Fraternities—Their Recognition 792
Chauncey B. Ripley, LL. D.—Bucknell, '64.
Book Reviews 798
College Affiliations of Members of the University Club, New York 799
Chapel of the Good Shepherd 801
E. S. Middleton, A. M.—H., '85.

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R. L. Abernethy, D. D., Pres.

1854—Bethel College, Russellville, Ky.
Rev. W. S. Ryland, Ph. D., Chairman of Faculty.

1854—Moore's Hill College, Moore's Hill, Ind.
Rev. G. P. Jenkins, D. D., Pres.

1854—Hamline University, Hamline, Minn.
Rev. Geo. H. Bridgman, D. D., Pres.

1854—Galesville University, Galesville, Wis.
J. M. Rogers, Acting Pres.

1854—Polytechnic Institute, Brooklyn, N. Y.
David H. Cochran, Ph. D., LL. D., Pres.

1855—Hillsdale College, Hillsdale, Mich.
George F. Mosher, A. M., Pres.

1855—Central College, Fayette, Mo.
Rev. J. D. Hammond, D. D., Pres.

1855—Ripon College, Ripon, Wis.
Edward H. Metrell, D. D., Pres.

1855—Eureka College, Eureka, Ill.
Carl Johann, Pres.

1855—Iowa Wesleyan University, Mt. Pleasant, Iowa.
Rev. J. T. McFarland, D. D., Pres.

1855—Elmira College, Elmira, N. Y.
Rev. Chas. E. Van Norden, D. D., Pres.

1855—Lane University, Lecompton, Kan.
Rev. J. A. Weller, D. D., Ph. D., Pres.

1856—Eminence College, Eminence, Ky.
W. S. Giltnee, A. M., Pres.

1856—Lake Forest University, Lake Forest, Ill.
Rev. Wm. C. Roberts, D. D., LL. D., Pres.

1856—Lenox College, Hopkinton, Iowa.
Rev. Alex. G. Wilson, D. D., Pres.

1856—Baldwin University, Berea, O.
Rev. Joseph E. Stubbs, A. M., Pres.

1856—Southern University, Greensborough, Ala.
Rev. A. S. Andrews, D. D., Pres.

1856—St. Lawrence University, Canton, N. Y.
Alpheus B. Hervey, Ph. D., Pres.

1856—Western College, Toledo, Iowa.
Rev. W. M. Beardshear, D. D., Pres.

1857—Bowdon College, Bowdon, Ga.
Rev. F. H. M. Henderson, D. D., Pres.

1857—Alfred University, Alfred Centre, N. Y.
Rev. J. Allen, D. D., Pres.

1857—Cornell College, Mt. Vernon, Iowa.
William F. King, D. D., LL. D., Pres.

1857—Upper Iowa University, Fayette, Iowa.
Rev. J. W. Bissell, A. M., D. D., Pres.

1857—The Monmouth College, Monmouth, Ill.
Rev. J. B. McMichael, D. D., Pres.

1857—University of Minnesota, Minneapolis, Minn.
Cyrus Northrop, LL. D., Pres.

1857—Oskaloosa College, Oskaloosa, Iowa.
A. M. Haggard, A. M., Pres.

1858—The University of the South, Sewanee, Tenn.
Rev. Thos. F. Gailor, D. D., Vice-Chancellor.

1858—McMinnville College, McMinnville, Ore.
Rev. T. G. Brownson, Pres.

1858—Baker University, Baldwin, Kan.
Rev. W. A. Quayle, A. M., Pres.

1858—Kentucky University, Lexington, Ky.
Rev. Charles Louis Loos, LL. D., Pres.

1858—Macalister College, Macalister, Minn.
Rev. Isaac C. Ketter, Ph. D., Pres.

1858—Mount Union College, Alliance, O.
Rev. T. P. Marsh, D. D., Pres.

1858—Amity College, College Springs, Iowa.
Rev. T. J. Kennedy, D. D., F. S., Pres.

1859—Pennsylvania State College, State College, Pa.
George W. Atherton, LL. D., Pres.

1859—Olivet College, Olivet, Mich.
Rev. Horatio Q. Butterfield, D. D., Pres.

1859—La Grange College, La Grange, Mo.
J. F. Cook, LL. D., Pres.

1859—North Carolina College, Mount Pleasant, N. C.
Rev. J. D. Shirey, A. M., Pres.

1859—Griswold College, Davenport, Iowa.
Rt. Rev. William Stevens Perry, D. D., LL. D., D.C. L., Pres.

1859—Adrian College, Adrian, Mich.
Rev. George B. McElroy, D. D., Ph. D., F. S., Chairman of Faculty.

1860—Ottawa University, Ottawa, Kan.
Rev. George Sutherland, A. M., Pres.

1860—St. Stephen's College, Annandale, N. Y.
Rev. Robert B. Fairbairn, D. D., LL. D., Warden.

1860—Kentucky Wesleyan College, Millersburg, Ky.
D. W. Batson, A. M., Pres.

1861—Mass. Inst. of Technology, Boston,
Francis A. Walker, Ph.D., LL.D., Pres.

1861—University of Washington, Seattle, Wash.
Thomas M. Gatch, Ph. D., Pres.

1861—Albion College, Albion, Mich.
Rev. L. R. Fiske D. D., LL. D., Pres.

1861—Vassar College, Poughkeepsie, N. Y.
Rev. James M. Taylor, D. D., Pres.

1861—Wheaton College, Wheaton, Ill.
Charles A. Blanchard, M. A., Pres.

1862—State College of Agriculture, Orono, Maine.
Merritt H. Fernald, A. M., Ph. D., Pres.

1863—Manhattan College, New York City.
Rev. Bro. Anthony, Pres.

1863—Bates College, Lewiston, Me.
Rev. Oren B. Cheney, D. D., LL. D., Pres.

1863—Grand Traverse College, Benzonia, Mich.
S. B. Harvey, A. B., Pres.

1864—University of Denver, Denver, Col.
Rev. Wm. F. McDowell, A.M., S.T.B., Chancellor.

1864—Swarthmore College, Swarthmore, Pa.
Wm. Hyde Appleton, A. M., Ph. D., Pres.

1864—University of Kansas, Lawrence, Kan.
Francis H. Snow, Ph. D., LL. D., Chancellor.

1865—Nevada State University, Reno, Nev.
Stephen A. Jones, A. M., Ph. D., Pres.

1865—Lincoln University, Lincoln, Ill.
A. E. Turner, A. M., Pres.

1865—Westfield College, Westfield, Ill.
Rev. W. H. Klinefelter, Pres.

1865—University of Des Moines, Des Moines, Iowa.
Rev. J. P. Stephenson, A. M., Acting Pres.

1865—Washburn College, Topeka, Kan.
Rev. Peter McVickar, D. D., Pres.

1865—Cornell University, Ithaca, N. Y.
Charles Kendall Adams, LL. D., Pres.

1866—Berea College, Berea, Ky.
Pres. vacant.

1866—Carleton College, Northfield, Minn.
Rev. James W. Strong, D. D., Pres.

1866—Central Tennessee College, Nashville, Tenn.
Rev. John Braden, D. D., Pres.

1866—Hope College, Holland, Mich.
Rev. Charles Scott, D. D., Pres.

1866—The Lehigh University, South Bethlehem, Pa.
Robert A. Lamberton, LL. D., Pres.

1866—Tabor College, Tabor, Iowa.
Wm. A. Brooks, A. M., Pres.

1867—Simpson College, Indianola, Iowa.
W. E. Hamilton, A. M., Pres.

1867—Northwestern University, Watertown, Wis.
Rev. Augustus F. Ernst, Pres.

1867—Hiram College, Hiram, O.
Rev. E. V. Zollars, A. M., Pres.

1867—West Virginia University, Morgantown, W. Va
E. M. Turner, A. M., LL. D., Pres

1867—Ridgeville College, Ridgeville, Ind.
Rev. E. O. Dickinson, Pres.

1867—Fisk University, Nashville, Tenn.
Rev. Erastus M. Cravath, D. D., Pres.

1867—Muhlenberg College, Allentown, Pa.
Rev. Theodore L. Seip, D. D., Pres.

1867—Howard University, Washington, D. C.
Rev. Wm. W. Patton, D. D., LL. D., Pres.

1867—Johns Hopkins University, Baltimore, Md.
Daniel C. Gilman, LL. D., Pres.

1867—Atlanta University, Atlanta, Ga.
Rev. Horace Bumstead, D. D., Pres.

1868—University of California, Berkeley, Cal.
Pres. Vacant.

1868—University of Illinois, Champaign, Ill.
Selim H. Peabody, Ph. D., LL. D., Regent.

1868—University of Wooster, Wooster, O.
Rev. Sylvester F. Scovel, Pres.

1868—Wells College, Aurora, N. Y.
Rev. Edward S. Frisbee, D. D., Pres.

1868—Western Maryland College, Westminster, Md.
Rev. T. H. Lewis, D. D., Pres.

1868—Worcester Polytechnic Institute, Worcester, Mass.
Homer T. Fuller, Pres.

1869—Boston University, Boston, Mass.
Rev. William F. Warren, S. T. D., LL. D., Pres.

1869—University of Nebraska, Lincoln, Neb.
Charles E. Bessey, Ph. D., Acting Chancellor.

1869—West Virginia College, Flemington, W. Va.
Rev. Thomas E. Peden, Pres.

1869—Ursinus College, Collegeville P. O., Montg'y Co., Pa.
Rev. J. I. Good, D. D., Pres.

1870—Wellesley College, Wellesley, Mass.
Helen A. Shafer, M. A., Pres.

1870—Buchtel College, Akron, O.
Rev. O. Cone, D. D., Pres.

1870—University of Cincinnati, Cincinnati, O.
Hon. Jacob D. Cox, LL. D., Pres.

1870—Ohio State University, Columbus, O.
W. H. Scott, LL. D., Pres.

1870—Carthage College, Carthage, Ill.
Rev. Holmes Dysinger, A. M., Pres.

1870—Syracuse University, Syracuse, N. Y.
Rev. Charles N. Sims, D. D., LL. D., Chancellor.

1870—Trinity University, Tehuacana, Tex.
Rev. J. L. Dickens, Ph. D., Pres.

1871—Stevens Inst. of Technology, Hoboken, N. J.
Henry Morton, Ph. D., LL. D., Pres.

1871—Smith College, Northampton, Mass.
Rev. L. Clark Seelye, D. D., Pres.

1871—Geneva College, Beaver Falls, Pa.
Rev. Wm. P. Johnston, A. M., Pres.

1872—Vanderbilt University, Nashville, Tenn.
Landon Cabell Garland, A. M., LL. D., Chancellor.

1872—Doane College, Crete, Neb.
Rev. David B. Perry, A. M., Pres.

1872—Arkansas College, Batesville, Ark.
Rev. I. J. Long, D. D., Pres.

1873—Drury College, Springfield, Mo.
Rev. Francis T. Ingalls, D. D., Pres.

1873—Penn College, Oskaloosa, Iowa.
Benjamin Trueblood, M. A., LL. D., Pres.

1873—Central University, Richmond, Ky.
Rev. L. H. Blanton, D. D., Chancellor.

1874—Pierce Christian College, College City, Cal.
James C. Keith, A. B., Pres.

1874—Ewing College, Ill.
Rev. John Washburn, D. D., Pres.

1874—Colorado College, Colorado Springs, Col.
Rev. William F. Slocum, Jr., A. M., Pres.

1874—Battle Creek College, Battle Creek, Mich.
William W. Prescott, A. M., Pres.

1874—Purdue University, Lafayette, Ind.

1875—Shaw University, Raleigh, N. C.
Rev. H. M. Tupper, D. D., Pres.

1875—South Western Presbyterian University, Clarksville, Tenn.
Rev. Chas. C. Hersman, D. D., LL. D., Chancellor.

1875—Parsons College, Fairfield, Iowa.
Rev. Ambrose C. Smith, D. D., Pres.

1875—Hedding College, Abingdon, Ill.
Rev. J. R. Jacques, D. D., Ph. D., Pres.

1875—Wilmington College, Wilmington, O
James B. Unthank, M. Sc., Pres.

1876—Grand River College, Edinburg, Mo.
Rev. J. T. Williams D. D., Pres.

1877—Adger College, Walhalla, S. C.
De C. Kemper, M. A., Pres.

1877—Clark University, Atlanta, Ga.
Rev. E. O. Thayer, A. M., Pres.

1877—Biddle University, Charlotte, N. C.
Rev. W. F. Johnson, D. D., Pres.

1877—Ogden College, Bowling Green, Ky.
William Obencham, A. M., Pres.

1877—State University of Colorado, Boulder, Col.
Horace M. Hale, A. M., LL. D., Pres.

1878—Ashland University, Ashland, O.
J. M. Tombaugh, A. M., Pres.

1879—Southwest Baptist College, Bolivar, Mo.
Julius M. Leavitt, A. M., Ph. D., Pres.

1880—Case School of Applied Science, Cleveland, O.
Cady Staley, Ph. D., LL. D., Pres.

1880—University of Southern California, Los Angeles, Cal.
Rev. M. M. Bovard, D. D., Pres.

1880—Southern University, New Orleans.
Rev. George W. Bothwell, D. D., Pres.

1881—Drake University, Des Moines, Iowa.
Rev. George T. Carpenter, A. M., Chancellor.

1881—University of New Mexico, Santa Fe, N. M.
Rev. Horatio O. Ladd, A. M., Pres.

1881—University of Texas, Austin, Tex.
Leslie Waggener, LL. D., Pres.

1882—Roger Williams University, Nashville, Tenn.
Rev. Alfred Owen, D. D., Pres.

1883—San Joaquin Valley College, Woodbridge, Cal.
Darius A. Mobley, D. D., Pres.

1883—University of North Dakota, Grand Forks, Dak.
Homer B. Sprague, Ph. D., Pres.

1883—Little Rock University, Little Rock, Ark.
Rev. Alfred Noon, A. M., Pres.

1883—Pierre University, East Pierre, Dak.
Rev. Wm. M. Blackburn, A. M., D. D., Pres.

1883—Philander Smith College, Little Rock, Ark.
Thomas Mason, A. M., Pres.

1883—Nebraska Wesleyan University, York, Neb.
Rev. C. F. Creighton, D. D., Chancellor.

1883—University of South Dakota, Vermillion, S. Dak.
Howard B. Grose, A. M., Pres.

1884—Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

1884—College of Montana, Deer Lodge, Mont.
Rev. J. D. McMillan, D. D., Pres.

1884—Tulane University, New Orleans, La.
William Preston Johnson, LL. D., Pres.

1885—Nebraska Central College, Central City, Neb.
Rev. Horace, A. Crane, A. M., Pres.

1885—Kansas Wesleyan University, Salina, Kan.
Aaron Schuyler, A. M., LL. D., Pres.

1885—Rollins College, Winter Park, Fla.
Rev. E. P. Hooker, A. M., D. D., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1890—Keuka College, Penn Yan, N. Y.
Rev. Geo. H. Ball, Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

1890—Clark University, Worcester, Mass.
G. Stanley Hall, Ph. D., LL. D., Pres.

Harvard University,

Cambridge, Mass.

DEPARTMENTS.

The Graduate School, Harvard College, the Lawrence Scientific School under the control of and enjoying the instruction offered by the Faculty of Arts and Sciences.

Schools of Divinity, Law, Medicine, Dental Medicine, Veterinary Medicine, Agriculture and Horticulture, each under the coutrol of a separate faculty.

Summer Schools in Science, Languages, Medicine, and Bodily culture.

The scientific establishments including the Chemical Laboratory; the Jefferson Physical Laboratory; the laboratories of Botany, Zoölogy, Palæontology, Geology, Geography, Petrography, Mineralogy, Archaeology and Psychology; the Astronomical Observatory; the Arnold Arboretum; the Botanic Garden and Herbaria; and the Museums, including the Museum of Comparative Zoölogy, the University Museum, the Peabody Museum of Archaelogy, the Semitic Museum and the Museums of the professional schools.

The University Library, the University Chapel and the Athletic Buildings and Grounds.

NUMBERS IN 1891.

The total number of officers of instruction and government is 329, of whom 242 are teachers.

The total number of students is 2550, divided among the departments as follows: Arts and Sciences, 1552, Professional Schools, 719, Summer Schools, 279.

The total number of volumes in the University Library is 376,200 and the number of unbound pamphlets approximately equal.

The expenditures of the University for the year ending July 31, 1890, apart from new buildings, were $816,623.45.

INSTRUCTION OFFERED IN 1891.

By the Faculty of Arts and Sciences 219½ courses [each occupying three hours a week throughout the academic year] as follows:

Semitic (12 courses), Sanskrit and Zend (4), Classics (30), Modern Languages and Literatures (50), Philosophy (15½), Political Economy, History and Roman Law (25), Fine Arts and Music (7½), Mathematics and Engineering (28½), Physics (12), Chemistry (15), Natural History (20).

By the Summer School 55 courses, as follows: Chemistry (4), Botany (1), Geology (3) Physics (2), Field Engineering (2), German (2), French (1), Bodily Training (3), Medicine (37).

By the Divinity Faculty 27 courses as follows: Old Testament (8), New Testament (7), Church History (3), Comparative Religion (1), Ethics (1), Theology (3), Homiletics and Pastoral Care (3), Elocution (1).

By the Law Faculty 21 courses including the following subjects: Contracts (2), Criminal Law and Procedure, Property (3), Torts, Civil Procedure, Agency, Bills of Exchange and Promissory Notes, Evidence, Jurisdiction and Procedure in Equity (2), Sales, Trusts, Constitutional Law, Corporations, Partnership, Suretyship and Mortgage, Damages, Massachusetts Practice.

By the Medical Faculty 88 courses, including in the advanced instruction courses in the Diseases of children, Mental Diseases, Diseases of the Nervous System, Legal Medicine, Orthopedic Surgery, Opthalmoscopy and Bacteriology, &c.

By the Dental Faculty courses in Dental Therapeutics and Materia Medica, Operative and Mechanical Dentistry, Oral Anatomy and Pathology, Othodontia, and the Mechanical Treatment of Cleft Palates, &c.

By the Veterinary Faculty 26 courses.

By the Faculty of the Bussey Institution courses in Agriculture, Horticulture, Botany, Entomology, and Agricultural Chemistry

PECUNIARY AIDS, 1891.

Graduate School.	Fellowships	$12,200
" "	Scholarships	7,750
" "	Prizes	1,225*
Harvard College.	Scholarships	21 495
" "	Beneficiary Funds	17,600
" "	Loan Funds	3,248
" "	Prizes	1,055
Lawrence Scientific School	Scholarships	1,800
Divinity School.	Scholarships	1,385
" "	Beneficiary Funds	685
" "	Hopkins Fund	2,100
" "	Williams Fund	4,000
" "	Williams Fellowships	1,000
Law School.	Scholarships	1,500
" "	Prizes	100
" "	Foster Fund	150†
Medical School.	Scholarships	1,500
" "	Foster Fund	[150]†
" "	Prizes	375
		$79,168

* Many prizes open to graduate students are also open to students in other departments.

† The income of the Foster Fund is available in the Law and Medical Schools in alternate years.

EXAMINATIONS FOR ADMISSION.

Examinations for admission to Harvard College, the Lawrence Scientific School, the Law School and the Medical School will be held on June 23, 25, 26 and 27, in the following places: Cambridge, Quincy, Andover, Groton, Southborough and Worcester, Mass.; Exeter and Concord, N. H.; New York, Albany and Buffalo, N. Y.; Philadelphia, Cincinnati, Cleveland, Chicago, St. Louis, Minneapolis, Denver, San Francisco, Portland, Oregon; Göttingen, Germany, and Tokio, Japan.

Examinations will also be held in Cambridge on September 24, 25, 26 and 28.

ADMISSION WITHOUT EXAMINATION.

A student may be admitted to Harvard University without examination (1) as a special student, on filing satisfactory certificate of character and scholarship; (2) as a candidate for the degree of A. B. or S. B., on presenting testimonials of scholarship and character and filing satisfactory certificates of high standing in an upper class of another College or Scientific School, or of graduation therefrom; (3) as a member of the Graduate School, or of a Professional School, on filing satisfactory evidence of graduation from a College or Scientific School of recognized standing, or of the completion of a course of study equivalent to that ordinarily required for the attainment of the first degree.

FRANK BOLLES, LL. B., *Secretary.*

CHAS. W. ELIOT, LL. D., *President.*

Yale University,

New Haven, Conn.

COURSES OF GRADUATE INSTRUCTION: Graduates of this and other Colleges and Universities and (in exceptional cases, by special provision), other persons of liberal education, who are not less than eighteen years old, are received as students in these courses, with or without reference to the obtainment of a degree.

THE DEGREE OF DOCTOR OF PHILOSOPHY is conferred upon those who, after having taken a Bachelor's degree (implying a course of undergraduate study equivalent to that pursued in the Academical Department), and having studied in this Department not less than two years, shall have passed a satisfactory final examination and presented a thesis giving evidence of high attainment in the branches of knowlege pursued. The degree is not given, upon examination, to those whose studies are pursued elsewhere. The requirements for a degree in many cases exact of the student more than two years of labor; especially when the course of undergraduate study has been less than four years.

THE DEGREE OF MASTER OF ARTS is conferred on Bachelors of Arts of Yale College or of other Colleges, of two years' standing or upwards, who have given to the Faculty of the Academical Department evidence of having made satisfactory progress in liberal studies after receiving their first degree. Such evidence may be furnished by one year's systematic study (not professional) in New Haven, under the direction of the Academical Faculty, followed by an examination. Graduates of other colleges can obtain the degree only by residence as thus described.

THE DEGREES OF CIVIL ENGINEER AND MECHANICAL (or DYNAMICAL) ENGINEER are conferred on Bachelors of Philosophy who have taken the first degree in Engineering study, and who pursue a higher course under the direction of the Governing Board of the Sheffield Scientific School, for at least two years, sustaining a final examination, and giving evidence of their ability to design important construction and to make the requisite drawings and calculations.

YALE COLLEGE (ACADEMICAL DEPARTMENT).

REQUIREMENTS FOR ADMISSION.—(See December Number of the UNIVERSITY MAGAZINE.)

Candidates are allowed to divide the examination, with an interval of not less than a year between the two parts. In such cases, they must present themselves at one of the two regular examinations, that is, either in June or September, of the first year; and at this preliminary examination each candidate must submit a definite statement from his principal instructor of the subjects which he is authorized to offer. No candidate will be allowed to offer French, German, Geometry, the translation at sight of prose Latin, or prose Greek, at a preliminary examination; and at the close of such an examination, no certificate of partial admission will be furnished, unless at least six subjects have been satisfactorily passed.

THE REGULAR EXAMINATION FOR ADMISSION to College is held at Alumni Hall, New Haven, on the 25th, 26th and 27th of June, 1891.

A second examination is held in New Haven at the beginning of the College year, in September.

SHEFFIELD SCIENTIFIC SCHOOL.—For admission to the Freshman Class the student must pass a thorough examination in the following subjects—(See December Number of the UNIVERSITY MAGAZINE).

SCHOOL OF THE FINE ARTS.—The School aims to provide thorough technical instruction in the Arts of Design, viz: Drawing, Painting, Sculpture, Architecture, and Copperplate Etching; and to afford a knowledge of such branches of learning as relate to the Philosophy, History, and Criticism of Art. As a professional School of Art it aims to furnish a thorough course of study in the practice of the studios; and as a department of the University it aims to provide instruction in Art as a constituent part of the scheme of general culture. These departments, of Practice and Criticism, may be regarded as distinct or correlative.

THE DIVINITY SCHOOL.—The annual term of study, commencing on Thursday, September 24, 1891, will continue until the third Wednesday in May, 1892, when the Anniversary and the Annual Meeting of the Alumni will be held. The School is open, on equal terms, to students of every Christian denomination. Blank forms of application may be obtained by addressing the Dean of the Faculty, Professor George E. Day, or any of the other Professors. The conditions of admissions are membership in some evangelical Church, or other satisfactory evidence of Christian character, and a liberal education at some College or University, or in exceptional cases, an equivalent preparation for theological studies.

YALE MEDICAL SCHOOL.—In this School as at present organized, the inherent defects in the older and still common method of instructing chiefly by didactic lectures are recognized, and the methods employed are similar to those in vogue in the other Deprrtments of the University, Didactic lectures are still employed as best in some branches, but recitations from assigned reading, with explanatory lectures, laboratory work, and personal instruction in the clinics, constitute the main portion of the curriculum. The School has well equipped laboratories for the study of anatomy, histology, chemistry, physiology, and pathology, and the student spends much of his time in them during the first two years. In the second year he begins the practical branches of medicine, to which he devotes the third year. While the attention of the student is particularly directed to those banches which can be studied to advantage only in a well equipped medical school, the value of clinical instruction is fully appreciated, and amply provided for.

YALE LAW SCHOOL.--The undergraduate course is mainly devoted to the practical side of legal education, but also gives some introduction to the general ideas and sources of jurisprudence. In the graduate course, the studies are so arranged that those of the first year have no necessary connection with those of the next, and can therefore be profitably pursued by themselves when the student has no time to devote to a more extended education. The first year is mainly occupied with further instruction in practical topics begun in the undergraduate course, such as Corporations, Railroad Law, Patents, Code Pleading, and Practice in the United States Coutrs. The second year is mainly devoted to studies of a more scientific and philosophical character, such as General and Comparative Jurisprudence, Legislation and Government, Roman Law, the French Codes, and Private International Law. It is believed that the studies of the undergraduate course, and those of the first year of the graduate course cover all the topics which it is desirable for the ordinary law student to examine before admission to the Bar; and the fourth year (in which the degree of Doctor of Civil Law is awarded) is recommended only to those who desire to fit themselves to be something more than practicing lawyers.

The whole number of volumes in the several libraries of the University is over 200,000.

F. B. DEXTER, A.M., Sec. TIMOTHY DWIGHT, D.D., LL.D., Pres.

Princeton University,

Princeton, New Jersey.

Requirements for Admission.—Academic Department.

ALL entering students on their arrival must report at the President's house and register. Examinations for admission will be written, with supplementary oral examinations if needed. The first examination will commence in Princeton, on Thursday, June 12th, at 11 A. M., and continue through the afternoon of Friday. The second will commence on Tuesday, September 16th, at 11 A. M., and continue through the afternoon of Wednesday. Applicants who have any conditions or other deficiencies from the June examination are required to remove them at this time. *Attendance is required at the beginning of the examinations.*

Simultaneously with the June entrance examinations in Princeton, examinations will also be held in the cities of New York, Philadelphia, Pittsburgh, Cincinnati, Louisville, Chicago, St. Louis, Omaha, Denver, San Francisco, and at preparatory schools and other cities when necessary. The precise places in which the examinations are to be held can be learned by application to the President. Due notice of these examinations will also be published in leading local newspapers for several weeks in advance.

Examinations at other times and places than those specified are inconvenient and often impracticable, and applicants for examination at other than the regular days are required to pay $10 into the treasury.

Candidates for admission to the Freshman class are examined in the following books and subjects. It is recommended that the candidates be prepared for examination on the requirements as specified ; but equivalents will be accepted.

ENGLISH GRAMMAR.—Whitney, or equivalent ; Modern English History (1558–1880)—Gardiner, Anderson or equivalent ; U. S. History—Johnston, Scott, or equivalent.

The writing of a short essay may be required as a part of the examination ; the theme for the essay of 1890 will be based on the life and writings of Prescott or of Bayard Taylor.

The attention of preparatory schools is called to the need of a more thorough study of elementary English ; also, to the addition of Modern English History to the English entrance requirements.

Candidates for admission to the next Freshman Class, Academic or Scientific, in 1890, will not be required to pass examination in Modern English History ; and those applying for the same class, Academic Department, will not have to be prepared on the whole of Plane Geometry, but only on two books of Euclid, or an equivalent.

LATIN GRAMMAR ; especially the inflections ; the simpler rules for composition and derivation of words ; syntax of cases and verbs, and structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive ; so much prosody as relates to accent, quantity, versification in general, and dactylic hexameter. Cæsar (five books of the Commentaries); Sallust (Catiline or Jugurtha); Virgil (six books of the Æneid); Cicero's Select Orations (six); Arnold's Latin Prose Composition (twelve chapters), or Jones' Exercises in Latin Prose ; Geography of Ancient Italy.

GREEK GRAMMAR, including prosody ; Xenophon (four books of the Anabasis), or Greek Reader (Goodwin's), 111 pages ; Homer (the first two books of the Iliad, except the Catalogue of Ships); Greek Composition (Jones' Exercises in Greek Prose, or an equivalent —writing with the accents required); Geography of Ancient Greece and Asia Minor. Goodwin's Grammar is preferred. Special stress is laid upon a thorough knowledge of the noun and verb inflections. Candidates will do well to read an additional book of the Iliad, where

this can be done without sacrifice of thoroughness in the formal requisitions. Some experience in giving written answers to set questions is advantageous.

The Continental pronunciation of the vowels and diphthongs is preferred in both Latin and Greek.

ARITHMETIC, including the Metric system; Algebra, through quadratic equations involving two unknown quantities—including radicals, and fractional and negative exponents; Plane Geometry.

At the examinations in June and September, candidates intending to enter the Freshman class one year later are admitted, on request, to examination on a portion of the subjects required for entrance. Unless in exceptional cases, either two of the four general subjects, English, Mathematics, Latin, Greek, must be offered entire; or such parts of at least three subjects as are here prescribed, viz.: in *English*, Grammar and either U. S. History or Modern English History; in *Mathematics*, Arithmetic, with the Metric system, and either Algebra or Plane Geometry; in *Latin*, the full amount in Cæsar and one other author, with Grammar; in *Greek*, three books of the Anabasis, with Grammar.

Immediately after the opening of the College the entering students meet, according to announcement, for the registration of their names and subscription to the following pledge, required by the Board of Trustees:

We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other college so long as we are members of the College of New Jersey; it being understood that this promise has no reference to the American Whig and Cliosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.

SCHOOL OF SCIENCE.—This institution is a department of the College of New Jersey, founded in 1873 upon an endowment by Mr. John C. Green.

Candidates for admission to the Freshman class must be at least sixteen years of age. They will be examined in the following books and subjects:

ENGLISH: Grammar—Whitney, or equivalent; U. S. History—Johnston, or equivalent; Modern English History—Gardiner, or equivalent; Essay—the theme for 1890 will be based on the life of Prescott or of Sir Isaac Newton. The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements. MATHEMATICS: Arithmetic entire, including the Metric system, a practical knowledge of which is indispensable; Algebra, through quadratic equations including two unknown quantities, including evolution, radicals, theory of exponents; Geometry—Plane Geometry entire (five books of Wentworth's or Chauvenet's Geometry, or their equivalent). PHYSICAL GEOGRAPHY: The elements, as contained in Guyot's Grammar-School Geography.

MODERN LANGUAGES: Either FRENCH or GERMAN at the option of the candidate. In either language the examination will be upon the general principles of Grammar [French, Otto, pp. 28–201, or Whitney, pp. 27–202; German, Whitney, pp. 23–153 and 278–284; or Brandt, pp. 6–154; or Otto, Part I.; or Joynes-Meissner, pp. 19 Huss, pp. 9–101 of the Theoretical Part,] and the ability to translate easy prose, such as, in French, the first fifty pages of *Lamartine's* Graziella, or of *G. Sand's* La Mare au Diable, or *Erckmann-Chatrian's* Le Conscrit, or *Lacombe's* Petite Histoire du Peuple Francais; or in German, either *Storm's* Immensee, or *Grimm's* Màrchen (Otis' edition, pp. 61–109), or *Boisen's* German Prose (pp. 3–51).

It is recommended that all candidates should receive instruction in free-hand drawing before their entrance.

President, FRANCIS LANDEY PATTON, D.D., LL.D.
Registrar, HENRY N. VAN DYKE, Princeton, N. J.

Massachusetts Institute of Technology,

Boston, Mass.

Course in Chemistry.

THE instruction for regular students in the chemical course extends through four years and leads to the degree (B. S.) of the Institute. In addition to the chemical studies enumerated below, related studies in physics, mathematics, mineralogy, geology and metallurgy, together with English studies and German and French, are included in the course.

FIRST YEAR.—General chemistry, lectures, recitations, and laboratory practice extend throughout the year.

SECOND YEAR.—Analytical chemistry, qualitative, quantitative and theoretical chemistry.

THIRD YEAR.—Analytical chemistry, industrial chemistry, sanitary chemistry, assaying and theoretical (physical) chemistry.

FOURTH YEAR.—Organic chemistry, analytical chemistry, industrial chemistry and thesis work.

The general chemistry of the first year is taken by the students of all courses at the Institute. The laboratory practice of the first year constitutes a training in accurate experimentation and observation. Success in the chemical studies of the first year is necessary for a continuation of the chemical studies in the subsequent years.

The course in analytical chemistry comprises systematic lecture-room instruction and practice in the analysis of ores and minerals, and the products of the arts. Volumetric and gas analysis receive due attention.

The instruction in industrial chemistry comprises an extensive course of lectures and laboratory exercises on the manufacture of chemicals from raw materials, the preparation of pure chemicals, and many other operations of chemical works. The course in textile coloring includes the bleaching and dyeing of cotton, wool, and silk in the piece and in yarn, the use of mordants, and the common operations of the dye-house, including some experience in the mixing of colors. The methods of detecting the nature of dye stuffs on fibres are taught, and many other processes of commercial analysis. The laboratory instruction is accompanied by frequent visits to manufacturing establishments. Specialists in different lines of industrial chemistry supplement the lectures of the regular course.

The course in sanitary chemistry includes the analysis of water and air, and some of the more important articles of food. The study of the composition and character of natural waters, from the standpoint of acceptable and wholesome public water supplies, receives special attention.

The instruction in organic chemistry, extending through the fourth year, is thorough, both in its theoretical aspects and in its relations to the arts. Organic analysis and preparations occupy the student's time in the first term of the fourth year in the laboratory.

The thesis work, which may be pursued in any of the departments of chemistry, tests the student's ability in original investigation. The aim of the instruction in all the four years of the chemical course is to develop self-reliance in the student by encouraging independent thought and research.

Students who do not wish to take the entire four years' course in chemistry may enter any of the classes in the lecture-room or laboratories for which they are fitted by previous experience and training. Teachers may also enter classes for which they are qualified, to study methods of instruction or special subjects in chemistry.

The laboratory facilities in all the departments are adapted not only to the requirements of the regular instruction, but also for advanced investigation. The laboratories are spacious and accommodate a large number of students.

FRANCIS A. WALKER, Ph. D., LL. D., *President.*

The University of the City of New York

comprises faculties of Arts and Science, of Medicine and of Law, the professors of each being elected by the University Council, which is the corporation. The University Corporation is in alliance with the Union Theological Seminary, conferring, on certain conditions, the degrees of B. D. and D. D. upon the graduates of the latter.

I.—THE FACULTY OF ARTS AND SCIENCE has under its charge three distinct lines of work.

1st. *The undergraduate work or University College.* The student may enter either the Classical or Scientific course, which alike are intended to give a liberal education, the latter offering more of Modern Languages and Natural Sciences than the former. For details concerning entrance examinations, and other information, and for catalogues, address Secretary D. W. Hering, care of the University.

2d. *The Graduate Division or Graduate Seminaries.* Graduates of any college of approved standing may become candidates for the Doctorate of Philosophy. Three major courses, in one group or seminary, must be taken for the doctorate. Two minor courses, in the same, or in another group, must be taken in addition. Beside these four courses, a thesis is required. For a Master's degree, only two courses are required. The three groups or seminaries are: (a) Language and Literature, (b) Mathematics and Natural Science, (c) Philosophy and History. For details of courses and other information address Register of the Graduate Division.

3d. Professional schools under the Faculty of Arts and Science.

(a) *The School of Engineering* enrolls students who have completed the Freshman year in the Scientific Course, and offers them a four years' course for the degree of C. E., the fourth year being Post-collegiate. For full information, address Prof. Brush, care of the University.

(b) *The School of Pedagogy.* For admission to the School of Pedagogy a student must be a graduate of a college of arts and science, or of a New York Normal School, or must present testimonials of general scholarship and culture equal to that received by graduates of the New York Normal Schools. Students are enrolled in Senior and Junior Divisions. The members of the Senior division, after completing the course of study and seven years of successful teaching, will be graduated with the degree of Doctor of Pedagogy. The members of the Junior Division, after completing the course and three years of successful experience, will be graduated with the degree of Master of Pedagogy. This is the first instance in the history of Education in which a University has promised special degrees to teachers who should master a full course of study in Pedagogy.

II. THE FACULTY OF MEDICINE.—The University Medical College or Department of Medicine of the University is in East Twenty-sixth street, immediately opposite Bellevue Hospital, between First Avenue and the East River. Hereafter matriculants desiring to become candidates for the degree of M. D., are required to pass an examination upon preliminary studies, except those who present certain testimonials which by the Rules of the Regents are accepted in the place of examinations. Beginning with the season of 1891-92, candidates for graduation, except such as have previously marticulated in this college, must have attended three full courses of lectures. Details concerning this change in the requirements will be published in the next catalogue.

THE FACULTY OF LAW.—The University Law School offers a two years' course for the degree of Bachelor of Laws.

Students may enter at any time, and while no previous course of study is required, careful preparation is urgently recomended. Blackstone's or Kent's Commentaries should be read, with constant reference to Abbott's, Bouvier's or Burrill's Law Dictionary; and the student will derive great advantage throughout his course at the School from the previous study of Pomeroy's Municipal Law, or Walker's or Warren's Introduction, of some elementary work on the Roman Law, such as Poste's Gaius, or Ortolan's Roman Law, by Prichard, Clarke's Early Roman Law, and of Stubbs's Select Charters and Constitutional History.

Note.—By the terms of an endowment made by the Woman's Legal Education Society, a course of "Lectures upon Law to non-matriculants, and in particular to Business Women," is given by Mrs. Emily Kempin, LL.D., under appointment by the University Council.

HENRY M. MACCRACKEN, LL.D., Chancellor.

Brown University,

Providence, R. I.

Courses for 1891–92 in the Romance Languages and Literatures.

1. FRENCH LANGUAGE.—Reading of novels and plays by contemporary authors. Special study of idioms.
(For candidates for the degree of A. B.)

2. FRENCH LANGUAGE.—Scientific novels and primers. Special study of scientific terms.
(For candidates for the degree of S. B.)

3. FRENCH LITERATURE.—Classic authors. History of the civilization and literature of France during the 17th and 18th centuries. Lectures and rapid readings in class. Reports on outside work.

4. FRENCH LITERATURE.—Romantic and contemporary authors. History of civilization and literature of France since the Revolution. Lectures and rapid reading in class. Reports on outside work and essays.

5. FRENCH LITERATURE.—Sixteenth century. Lectures on the language and literature of the period of the French Renaissance.
(Given only to specially prepared students having passed courses 3 and 4.)

6. OLD FRENCH AND PROVENCAL.—Study of the language, literature and civilization of France during the Middle Ages.
(Offered to graduates able to handle Latin, modern French and Italian.)

7. FRENCH GRAMMAR AND COMPOSITION.
(Open to students who have taken courses 3 and 4.)

8. ITALIAN.—Beginning course in Grammar and Reading.

9. SPANISH.—Beginning course in Grammar and Reading.
(Given alternately with course 8, not given in 1891–92.)

10. ITALIAN.—Classic authors. Lectures on Italian Literature and on the Italian Renaissance.
(Open only to specially qualified students familiar with French Literature and Modern Italian.)

E. BENJAMIN ANDREWS, D. D., LL. D.,
President.

Williams College,

Williamstown, Mass.

Founded by Col. Ephraim Williams, who fell in battle at Lake George, September 8, 1755. Chartered 1793.

Corporate name: The President and Trustees of Williams College.

24 instructors; 311 students; 3,163 graduates.

Williams College maintains only an academic course, leading to the degree of Bachelor of Arts, and, after graduate work under certain conditions, to the degree of Master of Arts. There is no scientific or literary course of study and no degree is granted to irregular students.

Admission to the college is by examination or by certificate. The examination for 1890–91 will be held in No. 4, Hopkins Hall, Monday and Tuesday, June 22d and 23d, and Tuesday and Wednesday, Sept. 22d and 23d, and, in case the number of applicants warrants it, arrangements are made for simultaneous examination in places at a distance.

The examination may be divided by the student into preliminary and final. For the preliminary examination a student may offer himself only with the written approval of his instructor; certain subjects are reserved for the final examination, and no credits will be given for the preliminary examination, unless the student pass upon a substantial part of the work offered.

The right to send students by certificate is granted by special vote of the faculty to preparatory schools and academies upon the presentation of evidence that they maintain a good standard of scholarship, and the right is withdrawn if students coming upon certificate from any school are found to be insufficiently prepared.

Ability to read at sight in easy Greek and Latin is expected in the examination, but a thorough and accurate knowledge of the fundamentals in mathematics, and of the ordinary facts of Greek and Latin grammar is essential. Equivalents for the authors specified in the catalogue will be accepted.

For a specific statement of the terms of admission and the limitations of the certificate privilege, see the catalogue, pp. 23–28.

Students from other colleges of good standing are admitted upon certificate of honorable dismissal, but not to the senior class after the beginning of the second term. Examination is required upon subjects not covered by the certificate.

Provision is made for special students who for good reason may be unable to take up the full work, but no degree is granted to such students, and the right to attend classes is somewhat carefully restricted by special regulation (catalogue, pp. 26–27) to students of sufficient maturity and mental discipline.

The work of Freshman year in Greek, Latin, Mathematics and French, continuing the subjects of the preparatory course, but with considerable broadening of method in the direction of rapid reading and

attention to the form and subject-matter of the authors read in Greek and Latin. In Sophomore year, German, History, Physics, Biology and Chemistry are required ; the work is done largely by lectures or after laboratory methods. Greek, Mathematics and Latin are required for part of the year and continued as optionals, each student taking one of the three during the last half of the year. The required studies of Junior and Senior years are chiefly in the historical and metaphysical sciences ; this work continues to be considered, as it has been in the past in this college, especially important as an element in education.

The elective work of Junior and Senior years is explained in detail in the catalogue, pp. 31–37. The schedule is so arranged as to permit the grouping of similar studies, and the concentration of work upon history and political science, natural science and mathematics and astronomy, modern languages and literatures, philosophy, or classical philology. Still more important is the fact that the subdivision of the class into small sections allows special and individual work under the direction of the instructor. All the work in biology, physics and chemistry is done in the laboratories, two or three hours of such work counting as one in making up the six hours of elective work. The laboratory method is also followed in the higher mathematics, and for the electives in Greek and history there is a special room where working libraries, supplemented by books from the college library, are reserved for the use of students. For the Latin elective there is a similar room in the library building with access during working hours to the main library ; the electives in Greek and Latin have also a collection of about 4,000 dissertations and other philological pamphlets. It is the intention of the college that these newer methods of instruction and work in all departments, which are past modifications of the German *Seminar* system and which must be regarded as to some degree tentative, shall be used in advanced work as fully as the conditions of the American college permit. In this direction the small size of the elective divisions has been a great advantage, and has enabled the college to participate in the recent movements toward reforming and individualizing methods of instruction.

The college and society libraries contain about 40,000 volumes and 5,000 indexed pamphlets. Books are to be accessible to every student ; there are no closed alcoves. All departments of the library are open from 10 to 1, and from 2 to 4, and one of the reading rooms is open in the evening.

The Lasell Gymnasium is a new building and is equipped with the best modern appliances. It is under the control of a director, who advises students in regard to physical development according to the results of examinations and systematic measurements made at the beginning of Freshman year and repeated during the course.

REV. E. B. PARSONS, D. D., *Secretary.* FRANKLIN CARTER, Ph. D., LL. D., *President.*

University of Pennsylvania,

Philadelphia, Pa.

The University of Pennsylvania includes in its system a number of Departments, and as each of these has its own organization and officers, and publishes its own announcements, letters of inquiry on business should be addressed to the proper official as named below :

THE COLLEGE DEPARTMENT.—Horace Jayne, M. D., Dean, including The Course in Arts, The Courses in Science (Towne Scientific School), The Course in Architecture, The Courses in Natural History, The Course in Finance and Economy (Wharton School), The Course in Music. The Course in Biology, preparatory to Medicine.

THE DEPARTMENT OF MEDICINE.—James Tyson, M. D., Dean.

THE DEPARTMENT OF LAW.—C. Stuart Patterson, LL.B., Dean.

THE AUXILIARY DEPARTMENT OF MEDICINE.—Joseph T. Rothrock, M. D., Dean.

THE DEPARTMENT OF DENTISTRY.—James Truman, D. D. S., Dean.

THE DEPARTMENT OF PHILOSOPHY.—Horace Jayne, M. D., Dean.

THE DEPARTMENT OF VETERINARY MEDICINE.—John Marshall, M. D., Dean.

THE DEPARTMENT OF PHYSICAL EDUCATION.—Randolph Faries, M. D., Director.

THE MUSEUM OF ARCHÆOLOGY AND PALÆONTOLOGY.—Stewart Culin, Secretary.

THE LIBRARY.—Gregory B. Keen, A. M., Librarian.

The general catalogue may be had on application to the Secretary of the University.

Special Notice.

THE COURSE IN MECHANICAL ENGINEERING.—The course in Mechanical Engineering is one of the four technical courses offered in the Towne Scientific School of the College Department. In the Freshman and Sophomore years of that department the students of all except the last two enumerated above pursue the study of Rhetoric, English Literature, History, Mathematics, Mechanics, Chemistry, and the languages elected by the student with a view to his future course. He may choose between Latin and Greek, Latin with French and German, or French and German without Latin. At the end of Sophomore year the courses divide into essentially different groups of studies, any one of which may be taken by the student, and if one of the Science courses be elected it will take a Junior, a Senior and a Post-Senior year to complete it and secure the proper technical Degree, although the Degree of Bachelor of Science is given at the end of the Senior year. To enter upon the full course of Mechanical Engineering the preparatory work of the Freshman and Sophomore classes, or its equivalent, is required, as set forth in the college catalogue. The course in Mechanical Engineering was established as a branch of Civil and Mechanical Engineering in 1872. In

1875 the Whitney Professorship of Mechanical Engineering was created, and in 1876 the first Professor was elected. A number of graduates have taken the degree of Mechanical Engineer, and of these the majority are now holding responsible positions in their profession.

Instruction in this course is eminently practical and is given by recitations, lectures and very extensive laboratory practice. Mathematics, Chemistry, Physics, Drawing and Languages are continued into the Junior year, when the more technical studies are begun. Applied Mechanics is treated under the heads of Graphical Statics, Statics of rigid bodies, Hydrostatics and Hydraulics, Kinematics and Hydrodynamics. Steam Engineering is then taken up, and after a thorough course in theory each student is required to make calculations and furnish designs for special types of engines and boilers, including marine engines with their peculiar requirements as to displacement and stability. The steam laboratory is fully equipped with a steel boiler of 25 H. P., a 10x24 Hamilton Corliss engine, and an 8x16 Porter-Allen engine, with all needed apparatus in the way of pumps, calorimotors, dynamometers, condensers, gauges, indicators and testing machines. A floor space of 1,500 square feet is set apart for work in wood and metals, and furnished with benches, lathes, drills, and planes, although these machine appliances are kept strictly subordinate to the more essential hand and brain work.

As the greater part of the education of an electrical engineer must be mechanical, and as no mechanical engineer can be considered as fully equipped without a knowledge of electrical engineering, the University has declined to separate these courses or to create a new degree, but has made thorough provision running through two years for the instruction in this increasingly important branch. It begins in the Senior year with the study of quantity, potential, current, resistance, electro-static and magnetic measurements and the units adopted in practice. Measurements and the construction and calibration of instruments is then taken up, followed by the practical study of the best types of dynamos, lamps and conductors. A large laboratory is devoted to the practical work in this department, and is provided with an unusually extensive collection of standard instruments, and the numerous commercial appliances for electrical purposes. The classes are divided into limited sections for this work in order that they may receive the personal oversight of the Professor or Instructor in charge. During the coming year an extensive central plant will be erected to supply heat, ventilation and light to all the University buildings, and this, with its various types of boilers, engines, motors, dynamos and electric light system, will add immensely to the practical resources of this department in the way of accessible working illustrations.

The Evans-Roger Library of Engineering in the University Library is of special value to the students of this course, and in connection with it is maintained a full series of engineering periodicals, kept in such a way as to be constantly and readily accessible to the classes.

The University offers this course to those who propose to enter upon the profession of mechanical engineering with full confidence that it presents a complete and well-rounded curriculum, calculated to give a thorough training in the principles underlying the divisions of the profession, and measurably in their application.

For further and detailed information regarding the course, application may be made to the Whitney Professor of Dynamical Engineering.

PROF. HENRY W. SPANGLER, University of Pennsylvania.

WM. PEPPER, M. D, LL. D., Provost.

Columbia College in the City of New York.

COLUMBIA COLLEGE in the City of New York at the present time consists of the School of Arts, the original college, founded in 1754; of sundry professional schools, to wit: the School of Law, the School of Mines, and its Medical Department, by joint resolution, the College of Physicians and Surgeons, admission to all of which, as candidates for professional degrees, is open to all students whether or not they are college bred men; and of the University Faculties of Law, Mines (Mathematics and Pure and Applied Science), Political Science and Philosophy, which conduct all courses leading to the university degrees of Master of Arts and Doctor of Philosophy.

The point of contact between the college and the university is the senior year in the School of Arts, during which year the students in the School of Arts pursue their studies with the consent of the Faculty of Arts, under one or more of the University Faculties.

The School of Arts.

The School of Arts, or the college proper, has a curriculum of four years' duration leading to the degree of Bachelor of Arts. Candidates for admission to the School of Arts must be at least fifteen years of age and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

For information concerning the School of Arts, address the Registrar of the School of Arts, Columbia College, New York.

The University Faculties.

The University Faculties of Law, Mines (Mathematics and Pure and Applied Science), Political Science, and Philosophy, taken together, constitute the University. These university faculties offer advanced courses of study and investigation, respectively, in (a) Private or Municipal Law, (b) Mathematics and Pure and Applied Science, (c) History, Economics and Public Law, and (d) Philosophy, Philology and Letters. Courses of study under one or more of these university faculties are open to members of the senior class in the School of Arts, and to all students who have successfully pursued an equivalent course of undergraduate study to the close of the junior year. These lead through the Bachelor's degree to the university degrees of Master of Arts and Doctor of Philosophy.

For information concerning the degrees of Master of Arts and Doctor of Philosophy, address the Secretary of the President, Columbia College, New York.

The Professional Schools.

The professional schools of Law, Mines, and Medicine, receive, on terms prescribed by the faculty of each school, all students, as well those not having pursued a course of undergraduate study as those who have, as candidates for professional degrees.

1. The School of Law, established in 1858, offers a three years' course of study in common and equity jurisprudence, medical jurisprudence, criminal and constitutional law, international law public and private, and comparative jurisprudence. The degree of Bachelor of Laws is conferred on the satisfactory completion of the course. The courses in constitutional and international law and comparative jurisprudence are conducted by the Faculty of Political Science.

For information concerning the School of Law, address the Secretary of the School of Law, Columbia College, New York.

2. The School of Mines, established in 1864, offers the following courses of study, each of four years' duration, and each leading to an appropriate professional degree; namely, mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and

applied chemistry, architecture; and as graduate courses, of two years each, sanitary engineering, and electrical engineering.

For information concerning the School of Mines, address the Registrar of the School of Mines, Columbia College, New York.

3. The College of Physicians and Surgeons, by joint resolution of June 18, 1860, the Medical Department of Columbia College, offers a three years' course of study in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine (M. D.)

For information concerning the Medical Department, address the Secretary of the College of Physician and Surgeons, 437 West 59th St., New York.

The Non-Professional Schools.

The University Faculties of Political Science and Philosophy conduct respectively the Schools of Political Science and Philosophy, entrance to which is open only to students who have completed their junior year in the School of Arts, or in some other college maintaining an equivalent curriculum.

1. The School of Political Science, established in 1880, embraces courses in constitutional history and law, history of political theories, political economy and social science, Roman law and comparative jurisprudence, administrative law, international law, and history.

2. The School of Philosophy, established in 1890, embraces courses in philosophy, philology, and letters.

For information concerning the Schools of Political Science, and Philosophy, address the Secretary of the President, Columbia College, New York.

SETH LOW, LL.D., President.

St. John's College,

Annapolis, Maryland.

TIME AND TERMS OF ADMISSION.

The regular examinations for admission into the College or the Preparatory Department are held on the third Wednesday and following Thursday of September of each year, and candidates for admission are requested to be present, if possible, on those days. Testimonials of good moral character must be furnished by each applicant, those of former teachers being preferred, and, if from another college, he must present a certificate of honorable discharge.

Candidates for the degree of Bachelor of Arts, to obtain admission to the Freshman Class, must, unless they have passed through the regular course in the Preparatory Department, sustain an examination in the following studies:

English Grammar and Composition, (including Punctuation); U. S. History; History of England; Geography; Physical Geography; Physiology; Arithmetic; Algebra through Quadratic Equations, especially Factoring and Fractions; Hadley's, Goodwin's or Kuhner's Greek Grammar; Xenophon's Anabasis, (one book); Harkness', Gildersleeve's or Allen and Greenough's Latin Grammar; Cæsar's Commentaries, (four books); Ovid, (fifteen hundred lines); Virgil, (two books of the Æneid); Latin and Greek Composition.

Candidates for other degrees must pass the same examination, except in Greek.

Candidates for admission to any higher class must be examined in all the previous studies of the class they enter.

The course of study in the Classics and Mathematics in the Preparatory and lower collegiate classes has been arranged in accordance with the requirements of the examination for matriculation in the Johns' Hopkins University.

A student who may have advanced through the Sophomore Class is entitled to matriculate at Johns' Hopkins University without undergoing any examination. He is also permitted to enter the second year's course at the University if he can pass satisfactorily a test examination.

Special rates and scholarships for sons of the clergy. Students may board in the college commons, in the club or in private families, rates ranging from $140 to $200.

Next Session commences September 17th, 1890. For catalogues address the president.

THOMAS FELL, LL. D., Ph. D.

THE
UNIVERSITY MAGAZINE.

A special publication, issued on the first of each month, identified with the general interests of all higher seats of learning.

Contributions, suitable for the columns of THE UNIVERSITY MAGAZINE, will always receive careful attention. Manuscripts, when not accepted, will be returned.

JAMES WILTON BROOKS, LL. D. W. G. ELIOT, Ph.D., Editor.
REPRESENTING THE PROPRIETARY INTERESTS,
70 South Street, New York City.

TERMS, PER ANNUM, $3.00 IN ADVANCE. SINGLE NUMBER, 25 CENTS.

NEW YORK, AUGUST, 1891.

Evolution and Revolution.

BY HON. ANDREW D. WHITE, LL. D.—EX-PRESIDENT OF CORNELL UNIVERSITY.

(*Continued.*)

THAT eminent historian and political thinker, Goldwin Smith, once said, "Let us never glorify revolution." That he was right the recent history of various countries proves abundantly. Early in the present century glorification of the first French Revolution became a French fashion; in this fashion Thiers, Lamartine and Hugo led. The consequences were the futile French Revolution of 1830, the calamitous French Revolution of 1848; the monarchy of Louis Philippe as the result of the first, the tyranny of Napoleon III., the Prussian Invasion, the surrender of Sedan, and the Commune catastrophe, as the result of the second.

So, too, throughout the first half of the present century on this side the Atlantic, there was a steady glorification of our revolutionary struggle with England. What was best in it—the great constructive part by men like Washington, Franklin, Adams, Hamilton and Marshall—was comparatively little thought of. What was most orated upon in ten thousand little hamlets was the destructive part—the beauty of resistance to authority, the glory of breaking up an empire, the gain of human liberties and rights; and verily we had our reward. On one side this glorification of revolution helped to promote a Civil War for breaking the Southern States from the Union, and on the other side it helped to pile upon the thinking people of this country vast masses of illiterate voters, black and white—voters so brought up in this country

and in other countries as to be incapable of right thinking, even upon their own material interests, to say nothing of their political interests.

Let us then accept this advice of one who has labored and sacrificed much for human liberty in its best sense; "let us never glorify revolution."

What, then, shall we glorify? What shall be the ideal of political conduct? The answer is simple: let us glorify the evolution of a strong moral sense in individuals and nations; of well-being and well-doing; of clear and honest thinking; of right reason; of high purpose; of bold living up to one's thought, reason and purpose; let us glorify these, let these be our ideals.

And what shall be the aim of practical effort? The answer to this question, too, is simple: let us strive to clear the way for a steady, healthful evolution; for the unfolding of a better future.

First, as to the evolution of the individual man: is there not among many of us somewhat too much admiration for a certain spurious self-sacrifice; for a willingness to neglect the highest individual development in order to accomplish a vague something for the community? While every man owes a duty to society, he also owes a duty to himself as a man, and this is not less a duty to society; that duty is the evolution of his own powers, physical, intellectual, moral, religious. The nation, after all, will never be better than the men and women who compose it. Remember Carlyle's great question: "How out of a universe of knaves shall we get a common honesty?" Complaints regarding the low tone of public morality and of corruption in the public service constantly ring in our ears; all sorts of checks and balances are proposed, and these are well; but, after all, until there is a preponderating mass of individuals, each detesting oppression and wrong; each loving right reason, each having in himself a standard of truth and justice; each willing to sacrifice something to maintain this standard, we can hope little for a better evolution, as regards the public at large.

Just at this moment, in this evolution of individuals as bearing upon that of the nation, I would say, that the first thing needed is will-power: the great Dr. Arnold gave it as a result of his long and close observation among young men, that the difference between them, which makes them successful or unsuccessful, great men or small men in their after life, is simply a difference in will-power. Do we not everywhere see this? Do we not everywhere see men who know better, yielding where they ought to stand firm, giving themselves up to parties, conventions, caucuses, bosses? Addressing this body of young men, at this noble seat of learning, I would say, begin here and now your own individual evolution by this cultivation of will-power, for it marks the difference between the strong man and the weak man, between the successful and the unsuccessful. Give yourself the physical basis of will-power, a strong body; give yourself the intellectual basis, a well trained mind; give yourself the moral basis, standing firm among your fellows here and now for what is decent, right, and just, against the trickster and the boor, standing firm

for what is best in yourself against what is worst in yourself ; above all cultivate that will-power by deciding what is right for *you* to do, and say "I will," and on deciding what is wrong for you to do, and say, "I will not,"—stand firm by such decisions—"firm as a stone wall." That is not so easy as declaiming on what this neighbor of yours ought to have done, or on what that public man ought not to have done, but it is better, better for the country, better for you. If you enforce your will on this little kingdom which God has given you, you will find little trouble in enforcing it throughout far greater dominions.

Take next, material evolution. That a great country like this, comparatively new, must lay out a large part of its work in developing its own material basis, is certain. All about us we see the evidences of this, some in progress by growth, some in progress by catastrophe.

In American business far too large a part thus far seems played by catastrophes : in the record of demoralizing speculation, of financial crisis, of periods of widespread bankruptcy, we have indeed a material progress on the whole, but a progress which is not normal, which costs the happiness and lives of millions ;—which grinds tender-hearted women and children to powder between its upper and nether millstones ;—which fills lunatic asylums ; which ought to fill prisons ;—and which, if we do not develop better methods, is to make the American race a vast body of short-lived, nervous dyspeptics, sure to die out and be succeeded by races of tougher fibre.

Such results of progress by revolution every one can see by looking about him. Can we not labor for progress by evolution ? Its simplest elementary conditions are, less idolatry for the mercantile spirit, greater cultivation of literature, science, and art ; less worship of millionaires, more respect for thinkers and doers ; less deification of phrase-makers, sensation-mongers, and business gladiators, more honor to builders of what is worth building. Let there be, in the various professions of active life, a steady resistance to encroachments of injustice and avarice, an infusion into our laws of a higher sense of justice and reason, an infusion into our social life of contempt for pettifoggers and hatred for scoundrels, no matter how successful.

The question has lately been asked, whether our universities produce their share of business men ; and a very high authority in business circles has declared that they do not. But he failed to note one or two points of great importance.

First, University graduates, according to the best authority, form only about one-half of one per cent. of the whole population, while they hold nearly sixty per cent. of the most important positions in the country.

Secondly, he failed to note the fact that until very recently our universities trained men almost exclusively for what are known as the "learned professions," and not at all for business in the ordinary sense of the word : whereas, within the last few years, almost all institutions for advanced instruction have been developing courses fitting men for

the pursuits in life which lead more directly into great business operations, and therefore, to act far more powerfully upon material development than heretofore.

Thirdly, he missed the fact, that in spite of the prevalence of the old system of training hitherto, every large college class shows a certain number of men engaged successfully in business.

Fourthly, while very few of the colossal millionaires of the country have been educated at our higher institutions of learning, there is one thing of which every university graduate may well be proud, and this is, that among those who have piled up great fortunes by scoundrelism, there is, so far as known, not one university graduate: the great plundering schemes of the country have not been conducted by men trained in our universities: in this field of material progress our higher institutions of learning seem to have helped the better evolution, rather than those schemes and enterprises which are in danger of bringing in revolution.

Take next political development; what it is now we all know—the outcome of some good through much evil. Great questions have been settled, great questions are coming on. These may be divided between questions general, sectional, and municipal: glance for a moment at each.

Some are already seeking the solution of these questions by revolution, by catastrophe: thus far with little apparent success. But who shall say what may come when this nation, thanks to opening its gates freely to the dregs of all other nations, shall have a vast proletary mass who discover that the accredited political teachers are giving them phrases instead of reasonings. What shall be done? I will only say that the evolutionary method would seem fitly begun by a more thorough attention to political and administrative subjects in our universities and colleges—by the study of the comparative legislation of different countries and of the different states of this Union—by a careful investigation of methods of reform tried in all parts of the civilized world. And next I would say, by training men to think, speak, and write on such subjects in the light of the best modern thought and experience, thus bringing the results obtained by university research to bear upon the people at large.

Take a few typical examples, and, first of all, the popular view of the most serviceable anchor which is left us, our Judiciary System. The Supreme Court of this nation is indeed its greatest jewel; it seems to have been created by our fathers in a moment of Divine inspiration. Its subordinate Courts are also excellent. Our State Courts are most of them good, but after all, there is nothing more necessary in order to keep our Judiciary, and above all, our elective Judiciary, what it ought to be, than an evolution in the people of a higher sense of the judicial function: more and more we should assist the growth in the popular mind of the truth that a cheap Judiciary is the most costly luxury which a people can indulge in—that it is folly for the people at large to pay

starvation stipends to Judges who protect our highest interests, while millionaires and corporations employ lawyers who have proved their right to demand fees equal to a king's ransom.

Thus far, indeed, many men in judicial positions have shown a noble disregard of questions of salary and a supreme reverence for duty. Names there are among these worthy of Greece and Rome. Such men give us faith and hope, but in the long run we have no right to expect that men should make such sacrifices; most certainly we have no right to ask men to make them.

Again, as regards Crime and Penalty. While the whole subject should command the attention of the best minds in our universities, more and more there should be evolved in the people at large the idea of true mercy as against spurious mercy—the idea of well-considered mercy toward the great mass of hard-working, law-abiding citizens, rather than a contemptible lenity toward the vicious brute who lives by preying upon the law-abiding part of the community, whose profession is crime, whose joy is murder.

An eminent Judge once said: "The taking of life by due process of law, as a penalty for the greatest crimes, seems the only way of taking life to which the average American has any objection." The Judge was right. There is throughout this republic a widespread legal superstition favoring the protection of criminals. Safeguards which were created in the Middle Ages to protect citizens against kings and feudal lords and robber knights are now used to protect criminals against justice. There should be a quiet evolution out of this superstition, an evolution of better ideas taking form in better laws; laws promoting more prompt, more efficient, more common-sense dealing with criminals, and especially with professional criminals. The enemy of individual liberty to-day is not King John, or King George, but the ballot-box stuffer; not the feudal lord, but the professional criminal. We have all seen the sickly sympathy with blood stained ruffians; we have all heard the platitudes confounding crime with misfortune; to meet these, there should be developed more healthful modes of thought—the idea that crime is not mere misfortune, that crime is crime; that the criminal is a criminal. There should be developed a healthy, manly, womanly determination to fight criminals, to exterminate them. The passion for fishing and hunting is doubtless a survival of the earliest instincts of the human race; let this survival take better forms. I trust there are many here who will go forth to fish for plunderers, to hunt for scoundrels—vigorously, mercilessly. I trust that we shall have by and by a prevailing sentiment that the most inglorious thing a man can do is to prostitute his talents in aiding crime and criminals, and that one of the most glorious things he can do is to prove his manliness by fighting on the side of justice and order.

So, too, in regard to Public Office. It is well, indeed, in the recurring political revolutions, to fight wire-pullers and bosses, and to tear them from their thrones; here, too, that survival of the earlier instincts, that passion for fishing and hunting, may find a healthful satisfaction.

But the more quiet evolutionary process should also be borne in mind; more and more should the effort be to evolve out of the present loose indifference to sound political ethics the simple idea that public office is not a reward for mere partisan henchmen, not a personal favor to be dealt out by one individual to another, not a coinage in which tricksters may pay their debts; but, to use a truism which from the mouth of a great public man has become a vitalizing truth, that "public office is a public trust." Let this idea be developed through the pulpit, through the press, by public meetings. More and more should we seek to evolve in the popular mind the simple idea that the highest fidelity is not the fidelity of party workers to party leaders, or of the leaders to the workers, or of both to the party; but that the highest fidelity is fidelity to the community, to the commonwealth, to truth and to justice. There should be evolved the spirit of fellow-soldiership with true men, the spirit which honors a man because he respects the truth; the spirit which, while it does not expect candidates to be saints, will not permit them to be scoundrels.

Take, next, a great sectional question. We hear much of the negro problem in the South; it is, indeed, a problem of supreme importance. How shall we meet it? Two ways are before us. On one side we have the revolutionary method, a method which all history shows leads to servile war, to massacres, to scaffolds. On the other side we have an evolution through the peaceful influences of education in its widest sense. The revolutionary method is by denunciation, leading to murder; the evolutionary method is by national, state, individual devotion to instruction, intellectual, moral and religious, leading to the uplifting of the colored race. Happily a great and noble band of men and women are giving themselves to the latter method.

Take, next, a question which to each of us is a local question: the government of our cities. Here we touch the weakest part of our system. Our cities are the rotten spots in our body politic, from which, if we are not careful, decay is to spread throughout the whole system. For cities make and spread fashions, opinions, ideals.

Simply as a matter of fact, our cities are the worst governed in the civilized world. In them there is the maximum of expenditure with the minimum of good result. The cause is not far to seek: we are making the same mistake which ruined the mediæval city, republics: governing them by partisan mobs, with no proper check or balance.

Under our present system periodical revolutions are our only safeguard —revolutions tearing down officials as soon as their plundering becomes unbearable. Far better would it be to evolve truer ideas of municipal government. These ideas seem to be mainly two: first, the idea that cities are not *political* bodies, that the question in electing a mayor or alderman is not what he thinks of national questions, but what he can do as to city questions. Simple as this idea is, it is very scantily developed as yet. The other idea is that as the city is a corporation, as it has to do not at all with political interests, but

with corporate interests—paving, sewage, lighting, water supply, repression of crime, care of the public health, public comfort, public instruction—those should have some control who have to pay for all these things. Why may we not evolve out of our present city system, in addition to a Board of Aldermen elected by all the citizens, a Board of Control elected by taxpayers, without whose consent no franchise should be granted and no tax levied ?

Take next, evolution in Art. Prophets arise here and there. Among English speaking peoples in recent years Ruskin is the first and last—the best and worst—the wisest and the silliest. Who can read his "Seven Lamps" without a quickened sense for what is good and great in art ? Who can look over some of his later phrase-making without seeing in it the revelation of a man made mad by satiated vanity ? The lesser prophets, too, have had their way. Here, too, we have gone on by revolutions and catastrophes ; by classic temples and collonnades in painted pine ; by gothic cathedrals in stucco ; by renaissance palaces in putty and varnish ; by the Richardsonesque, the Romanesque, Byzantinesque, Bostonesque architecture, culminating in city residences made like Norman castles twenty feet wide.

And we have had, as regards interiors, the Eastlake craze, the Queen Anne craze, the Japanese craze, the colonial craze.

On the other hand, the evolutionary method would seem to be a cultivation of the simple sense of beauty, fitness, proportion, by study of what the concensus of mankind recognizes as best and highest in art—from the Parthenon to the Maison Carree ; from the cathedral of Amiens to Gilbert Scott's churches; from the Netherlands' town halls to Sansovino's library ; from all these to the most tasteful works of modern architecture. And in sculpture, from the works of Phidias and Praxiteles and Michael Angelo to the works of Pradier, Rauch and Crawford. And in painting, from the works of Raphael and Titian and their compeers, to the best of those which have been recently produced in France, Spain, Germany, England, and our own country. Happy am I to bear witness here to the progress of our own country in this latter field of art. The American Fine Art Section of the Paris Exposition eleven years ago was, as a whole, almost below contempt ; the same section in the recent Exposition brought to us very high commendation from all the world. Two of its greatest prizes were won by two Americans—Sargent, of Massachusetts, and Melchers, of Michigan.

I come now to Literature : that the revolutionary method is not unknown in it will be evident to any one who reads some of the masterpieces of modern realism. But the whole field is so large that I will briefly point out one consideration which seems to me fundamental, and it is one regarding which the universities of this land might well exercise a great and beneficent influence.

There has been in the history of the United States a very interesting evolution of Literature ; the results to-day are such as give some good people uneasiness, and many good people pleasure. Some lament the

fact that there are no great epics written, and that few great histories have recently appeared. On this point I have in my possession an interesting document; it is a copy of John Stuart Mill's Essays, including the Essay on De Tocqueville's America, which once belonged to Henry Thomas Buckle, the eminent historian of English Civilization, and bears many marginal notes in Buckle's own hand. In the text De Tocqueville says, and Mill supports him in the statement, that in the American Republic, as in Democracies generally, we find many writers of history, but few historians; many writers of verse, but few poets; many speakers, but few great orators; and on this both De Tocqueville and Mill conclude that democratic Republics are unfavorable to the development of the highest order of talent. But I find written in Buckle's own hand in the margin: "So it is in all countries," and this remark is like puncturing a full blown bladder.

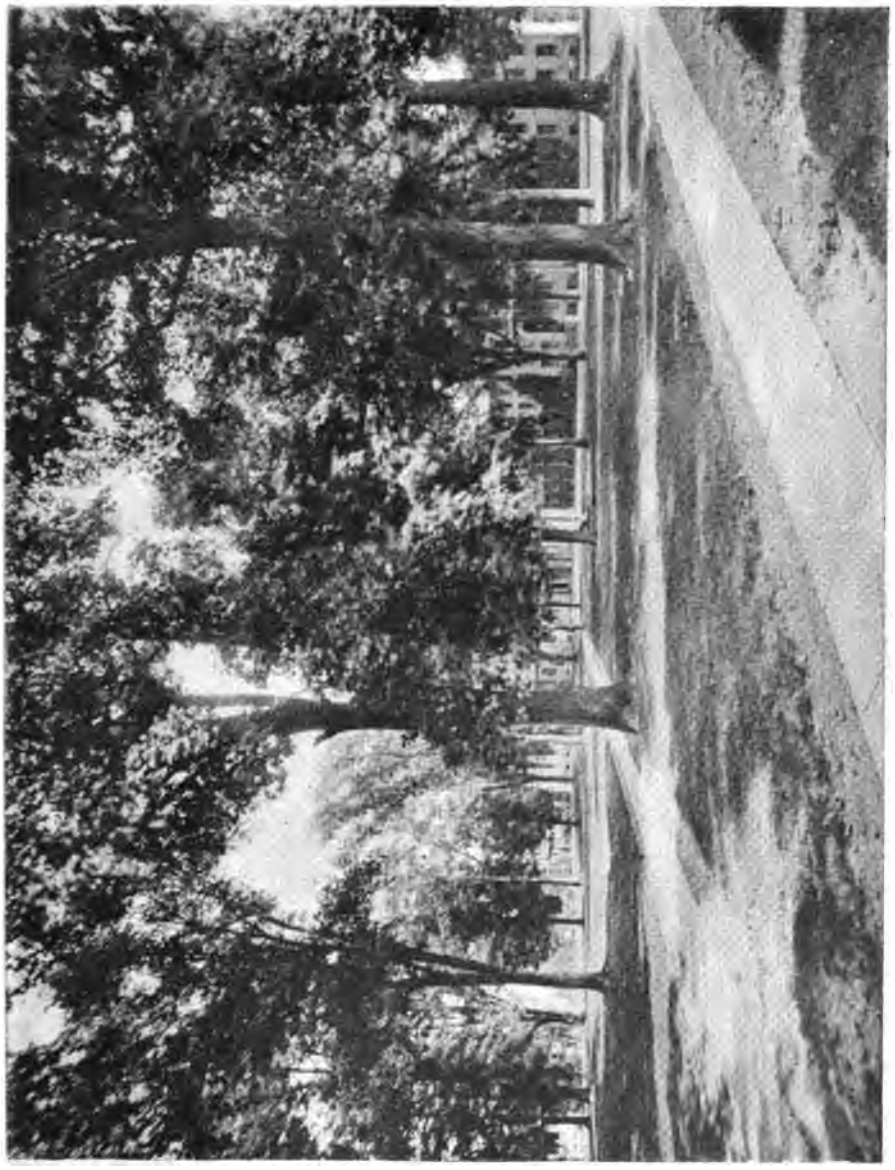
ANDREW D. WHITE

A Harvard Class Ode.

Fair Harvard, the years that have wearied thy sons,
  Have but added new glory to thee;
For thy course is as sure as the river that runs
  Through thine own level plains to the sea:
With the strength of the age, as the ages increase,
  Thou growest more firm and secure;
By thy watchword of truth to high blessings of peace
  Ever onward, while time doth endure.

We are youngest and least of the band of thy sons,
  With no laurels to bend for thy brow,
No glorious names, like the long parted ones
  Whose mighty deeds honor thee now;
Yet the lessons we learned are the same that they knew,
  We have walked in the ways that they trod,
And our hearts like the hearts of thy heroes are true
  To thine honor, our country, our God.

—*Advocate*



ENTRANCE TO THE CAMPUS—PRINCETON UNIVERSITY.

CHARLES W. DABNEY, JR., PH. D., LL. D.
President of the University of Tennessee.

JUDGE HENRY H. INGERSOLL, A. M.
Acting Dean of the Law School.

The University of Tennessee.

BY GEORGE E. BEERS, M. A., M. L., OF KNOXVILLE, TENNESSEE.

THE condition of education in the Southern States is illustrative of their whole development. As seen in both the past and the present it is an index of the social and material progress of the people in all lines. It points at present to a state of transition between old and new, in which many of the peculiar elements of the past are disappearing and many others remaining and becoming features of a higher, healthier and better life than ever possible before. In education as in the social problems the movement is in the direction of the popular and universal. This tendency is in no way more clearly marked than in the development of the college and university. The Southern colleges of barely a quarter century ago occupied an honorable but peculiar place in the educational system of the nation. Whether founded through the favor of kings and queens or owing their birth to the scholarly energy and patriotism of men now illustrious in history they were institutions which did their full part to mould the thought, direct the action and make the history of the country. Presided over by polished scholars and gentlemen and holding within their nourishing arms the sons of the proudest families of the South, they represented the flower of her highest culture. But the war changed this. As in continental struggles, the professor has often led his students into the thickest of the fight, so did history repeat itself in this new country: and the close of the great struggle found many a once prosperous institution with closed doors. In every crisis, the strong lives while the weak perishes: the gulf between the large and powerful and the small and feeble widens. Thus Yale, Harvard and Princeton assumed a new and greater importance, and many of their sisters went to the wall.

But now with a return of prosperity, when the developing resources of a New South are eclipsing a hundred fold the glory of the old, the tide is setting in the other direction. The South is following the lead of the West, and while she appreciates the advantages of the mellowed culture of the old academic centers, and while the prestige of a great name is felt as perhaps never before, she realizes that the great body of her youth must obtain their education at home and that there is a need for local institutions popular in their character and democratic in their spirit.

There is perhaps no institution which illustrates more aptly this transition and which more harmoniously blends the best elements of old and new than the University of Tennessee.

The university stands upon historic ground; it may be said to rest upon the line dividing North from South. "The loyal mountaineer of East Tennessee" on the one side found a counterpart in the Confederate

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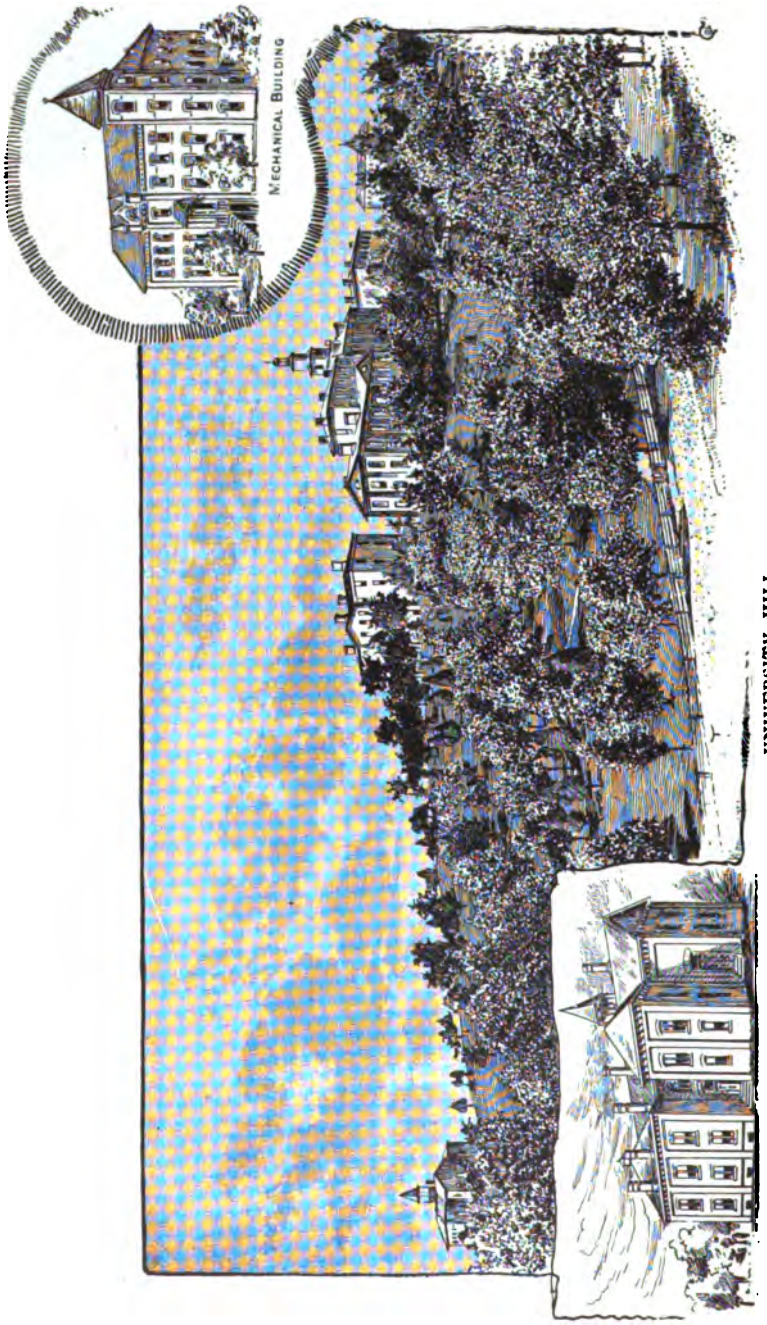


UNIVERSITY HILL.

of West Tennessee on the other, no less loyal to the cause which he had espoused. A half mile from University Hill is Fort Saunders, the scene of one of the most hotly contested fights of the war ; while round about the hills, thrown up into earthworks and indented with rifle pits, are no less interesting from their historical importance than for their natural beauty.

The University was founded in 1794 by the first General Assembly of the "Territory South of the Ohio" and during the hundred years of its varied history has borne four names—"Blount College," "East Tennessee College," "East Tennessee University," and the "University of Tennessee." These various changes of name made before the day of the now omnipresent "boomer" are significant as indicating a continuous movement towards larger and broader life. Old William Blount, the Pioneer-Governor of a backwoods territory, may well have given name to the sturdy infant college ; the taking of the name of a great section of a great state and the growth from "college" to "university" marks a second epoch ; while the last and perhaps final change elevates the institution to the dignity of an arm of government itself. However, hair-splitting educators may worry their brains over the problem of whether or not we have a University in America, it may be contended with reason by the sons of the University of Tennessee that their *alma mater* pretty nearly fulfills the elements of the homely definition of a "university" as a "place where everybody may learn everything." The classical and undergraduate scientific departments furnish the collegiate training of youth while thoroughly equipped schools of applied science, agriculture, pedagogics, law, medicine and dentistry offer early manhood opportunities in preparation for life work.

The general character of the academic course is in nearly all colleges the same and must so continue until human nature with its various needs undergoes change. Each generation, despite new theories and advanced ideas, must go through about the same process in its development. The thorough mastery of the mathematical problem, the study of the scientific experiment, the conning of the books of logic and metaphysics, the storing of the mind with the truths of history and the gems of literature, the exercise in the use of the mother tongue in the expression of the prisoned idea of the mind, the delving after the true meaning of the foreign phrase—whether the language which so strives to hide its beauties be ancient or modern—must furnish the ground work and plan of every true education. It is the way in which this plan is developed and embodied in living form which determines the worth or worthlessness of an institution of learning.

The University of Tennessee has strong, thinking men for its trustees and practical and scholarly men for its teachers. While appreciating its own sons, it has not hesitated to fill the number of its faculty with a due proportion of men from other institutions and has avoided that constant intermarriage with its own members, which, preventing the growth of new ideas, is as destructive to a college as to a family. Its

faculty consists of a president, the learned and energetic Dr. Charles W. Dabney, Jr., and over forty professors and instructors, besides various officers and special lecturers, including graduates of such colleges and universities as Goettingen, Leipzig, Yale, University of Virginia, Washington and Lee, West Point, Cornell, and Trinity. The departments of engineering, chemistry, pedagogics, agriculture, medicine and dentistry are thoroughly equipped and have trained within their walls many men eminent in their several professions.

It is to the newest department of the University that I would call attention. The Department of Law owed its birth mainly to the professional devotion of a learned and beloved Judge of the Supreme Court of his native State. Judge Freeman, is a natural teacher as well as an able lawyer. His career furnishes a worthy example for the ambitious youth. A native of West Tennessee, on attaining manhood, he threw himself with all energy into the study of law. After many years of successful practice at the bar, he was in 1870 elevated to the supreme bench, from which he retired after sixteen years of distinguished service and a few years later became the first dean of the law department. He brought to his new work the enthusiasm of youth with the ripe scholarship and the rich experience of years. Since earliest manhood he had devoted himself most assidiously to the profession which he has so adorned, refusing political honor, turning aside from the seductive calls to wealth, and leaving his chosen field of labor on the one occasion when he conceived that duty called him to service upon the battlefield. The reports of the Supreme Court from 1870 to 1886 bear ample witness to the learning, industry and ability of the honored dean of the Department of Law.

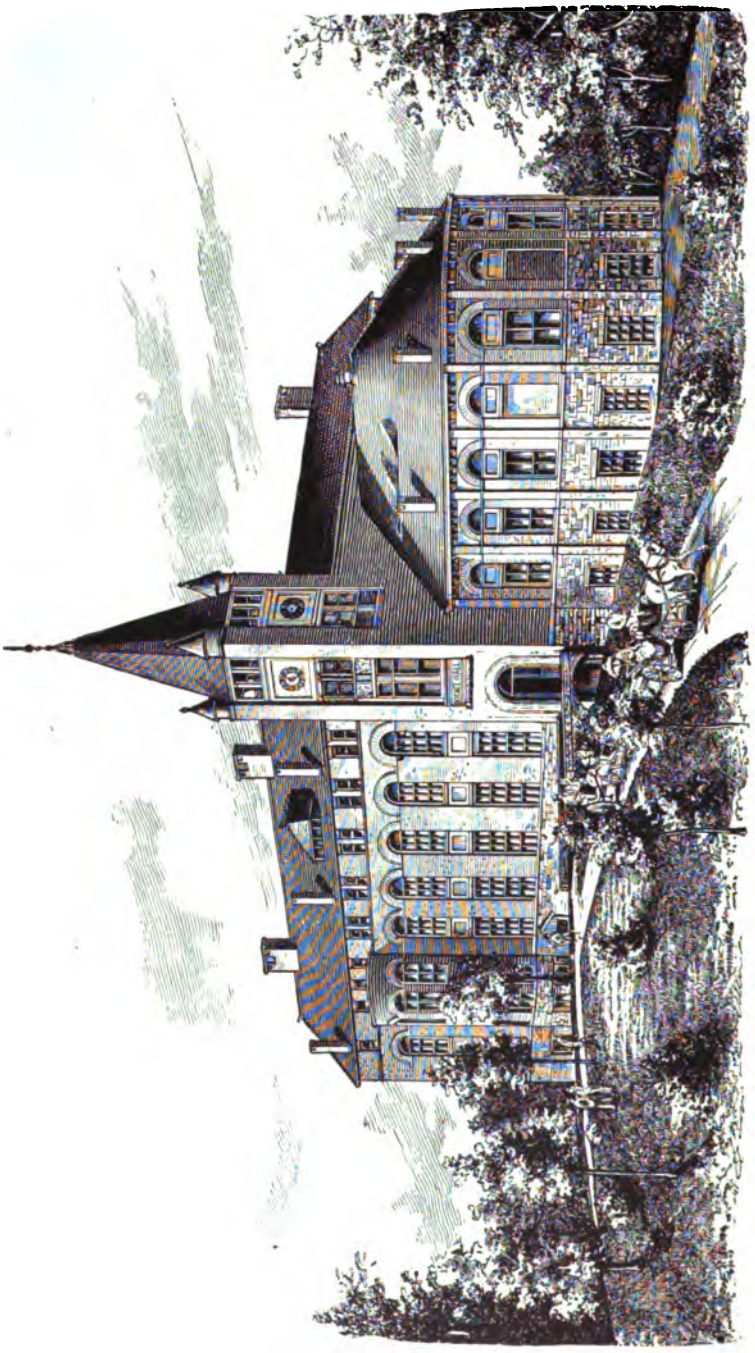
During the temporary absence of Judge Freeman through ill health, Judge Henry H. Ingersoll, a graduate of the class of '63 at Yale, is acting dean. Judge Ingersoll is a familiar figure in the Courts of Tennessee and neighboring States, and before the Supreme Court at Washington. He also brings to his work the experience of a judge, having spent several years upon the bench as Special Supreme Judge of Tennessee. With the Dean is associated Mr. George E. Beers, a practicing lawyer at the Knoxville Bar and a graduate of Trinity College and Yale Law School. At the recent commencement of the University, the department presented for degrees in its class of thoroughly trained men several lawyers of excellent standing in their profession, who had embraced this opportunity for *systematic study*, which every professional man knows to be so easy to undertake and difficult to carry out.

In its courses of study, its supplementary lectures by eminent specialists, its thoroughly organized systems of moot-courts, quiz-clubs, and debating societies, in its *esprit de corps*, the department will compare favorably with schools many years older, and the outlook is full of hope for the next session and for succeeding years.

The traditions of the University are toward a wise conservatism. In the law-department the methods employed are those that have been

BOTANICAL LABORATORY—UNIVERSITY OF TENNESSEE.

CHEMICAL LABORATORY OF EXPERIMENT STATION—UNIVERSITY OF TENNESSEE.



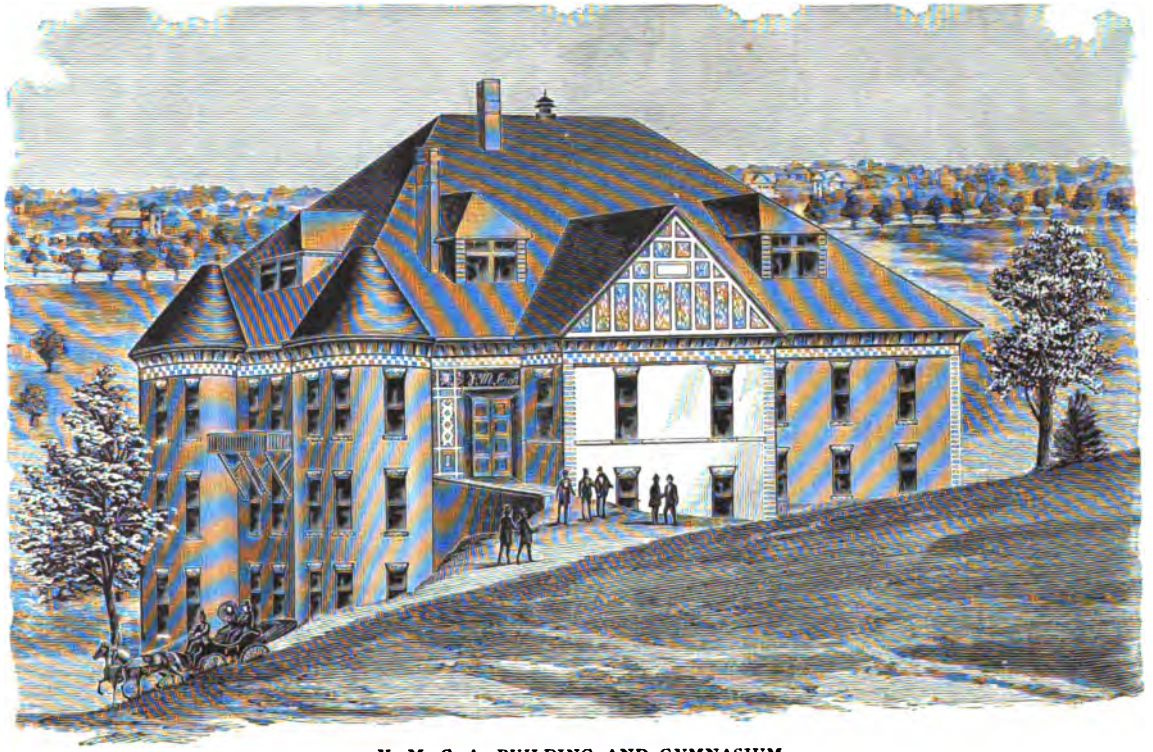
UNIVERSITY OF TENNESSEE—THE NEW SCIENCE HALL,

tried and not found wanting, which the older institutions from the parent school at Litchfield down to the Yale, Michigan, Virginia and Columbia schools of to-day have pursued. First, a thorough acquaintance with the standard books of the law is attained by a system of practical, familiar, conversational recitations in which the principles of the law are illustrated ; leading and current cases discussed, and ideas freely exchanged by all present. Experience at the University and elsewhere has demonstrated that such a course, supplemented by lectures and practical exercises of various kinds, furnishes the best opportunity for obtaining at the same time a scholarly knowledge of law as a science and a practical working knowledge of law as an art. The moot-courts, presided over by judges from the faculty and student body, furnish experience in the drawings of pleadings, the preparation of briefs and argument of issues of law and fact, and pass the student naturally and directly from science and theory to practice and procedure. The Law Department, together with the other graduate courses, welcomes students from the North and East and offers especially to such as have just completed exhausting college courses an opportunity in this wonderfully healthful mountain country, of laying in a store of health and vigor for the after struggles of life. Physicians have pronounced East Tennessee the finest section in the known world for persons inclined to bronchical troubles, and many a one has through its invigorating climate recovered health and enjoyed a long life of energy and usefulness.

Student life at Knoxville is in moral tone exceptionally healthy. While there is a most charming and cultivated society, and while all that goes to make life comfortable and pleasant may be enjoyed in this energetic city of fifty thousand people, there are few temptations to luxury and dissipation.

It is often said by the older graduates of our leading college, that the remarkable improvement in the tone of college life, during the last quarter century is mainly due to the growth of interest in athletics, that the drinking bouts and midnight orgies have largely given way before the ambition to excel in manly sports. There is doubtless much truth in this ; and, despite the well-worn newspaper sneer, we may well be thankful for this awakened interest in physical training. In the mountainous portions of the South the lover of athletics is especially favored by nature. He may in this mild and equable, yet bracing climate, exercise in the shell or upon the ball field on every day of the year. The excuse for dissipation is gone : the student goes to his class-room task with the zest born of a healthy physical life.

How well adapted too is the sunny Southland for the quieter pleasures of college life, whose memories linger long after the dull routine of work is forgotten, and awaken now and then those gentle sentiments that years of after toil and worry have not served to stifle. The moonlight stroll with classmate or friend, the delicious nonsense of the college glee, the gatherings at nightfall upon the well-worn campus, the class day speeches and the commencement dance with its bewildering



Y. M. C. A. BUILDING AND GYMNASIUM.

bevy of beauty—all these and a hundred other pleasures are born of spring and out-door life and smiling nature in a sunny mood.

Such is the University of Tennessee in her history and her present and in hopes for coming years. A constantly growing body of Alumni jealously guard her interests ; a proud State stands ready to supply her needs ; her trustees and faculty are ever watchful of her welfare.

The State of Tennessee is at last the scene of a vast development ; her solitary mountains are beginning to disclose their inexhaustible treasures ; her timbers, her minerals, her coals, the products of her soil, all point to a wonderful material prosperity. In the midst of all this money-getting, will culture and education be forgotten or neglected ? The provision of government and zeal of the people for popular education, and the generous interest in the State's highest institution of learning gives such answer to this question as gratifies both patriot and philanthropist, and refutes the evil predictions of the prophets of pessimism.

GEO. E. BEERS.

The Dying Day.

The mournful winds were sighing,
  As borne from every clime
They heard that Day was dying
  In the arms of Father Time.

Fair blossoms hid their faces ;
  The birds all hushed their song ;
The hours with funeral paces
  Joined in the mourning throng.

For she was Time's sweet daughter
  By all the glad world blessed,
But now in grief they sought her,
  Cloud-pillowed in the West.

They watched her burning fever,
  Saw she was sinking fast ;
Then hectic flushes leave her,
  And death comes on at last.

The world, to show affection,
  Dark mourning colors wore,
Till in glad resurrection
  The Day should rise once more.

—*Brown Magazine.*

The Place of Scientific and Technical Schools in American Education.

BY PRES. FRANCIS A. WALKER, PH. D., LL. D., OF THE MASS. INST. OF TECH.

MY subject is, the place of schools of applied science and technology in the American system of education; but it may conduce to a better understanding if I offer a few preliminary remarks regarding three different kinds of schools which are at present greatly confused in the public mind.

We have, first, the trade school. Schools of this class may be of a very elementary or of a very advanced order; their pupils may be mere children, or they may be grown men and women; the work prosecuted in them may have reference to the most petty of mechanical wares, or it may be in preparation for artistic avocations of no low degree. That which characterizes schools of this class, that which makes them trade schools, is the purpose to train the actual workers in industry, and to train them for what it is presumed will be their occupation in life. In the main, it is not the object of these schools to train the overseers and superintendents of labor, but the individual operators. In general, too, the work of these schools assumes that the particular avocation for life of those who enter them is already practically determined. Efforts at industrial education in Europe have very largely taken this form. The trade schools of Switzerland, Holland and France are schools in which young people are taught definite trades, generally such as are carried on in the immediate region.

Schools of this class are not altogether unknown in the United States. The trade schools of Col. Auchmuty have acquired a wide celebrity. The Cooper Institute of New York has long carried on a large and diversified work of this character, and more recently, the Pratt Institute, of Brooklyn, in addition to its work of general education, has undertaken to prepare young people, directly and specifically, for their work in life.

Whether the time has come, in the development of the educational and industrial system of the United States, for the incorporation of trade schools into the general scheme of public instruction, may well be doubted. But I see no reason to question that that scheme might, in every community, be advantageously supplemented by schools set up, under municipal control, or by private enterprise, for teaching, under skilled and scientific direction, the arts and trades practiced in those communities, respectively.

The second class of schools now to be spoken of, are those in which the mechanic arts are taught as a means to general education. The great prototype is found in the imperial Russian school, whose superb exhibit at Philadelphia, in 1876, led immediately to the establishment of

a high school of mechanic arts, as a subordinate feature of the Massachusetts Institute of Technology. The first scion from the tree thus planted in American soil, was the Manual Training school, of St. Louis, a constituent part of the Washington University, of that city. Of recent years, high schools of this class have been thickly set over the United States, especially at the west.

The object sought, in schools of this class, is not the teaching of trades, but the complete and symmetrical education and development of the pupils. There is here no presumption that the pupil will take for his avocation in life the trade which he is called to practice in the school. The arts adopted for the purposes of this kind of instruction are no longer those which are pursued in the immediate region, but those which are best adapted to the purposes of the teacher. No pecuniary use is sought to be made of the product of these exercises, any more than would be done with the products of grammatical or arithmetical exercises. The object in view is not construction, but instruction. The entire value of manual training, so called, is realized, not in merchantable goods, but in the minds of the pupils.

The pressing need for the introduction into our public school system of studies and exercises like those under consideration, is largely the result of modern conditions.

A generation ago there was an abundance of useful work to occupy the time and energy of almost every school-boy out of school. These tasks constituted, in some respects, the most useful part of his training. They wrought into the very fabric of his being the idea and sentiment of a common family interest ; they gave scope and play to the creative and constructive faculty ; they trained eye and hand to accuracy and precision ; they taught the child to respect toil and to value the fruits of labor ; they sweetened the bread of poverty and made sounder the sleep of childhood. To-day, under the new conditions of production, it would, in almost every city home, and in many village homes, cost more to keep a boy usefully employed, than to feed him in idleness.

Even play, of any satisfactory sort, is scarcely practicable in our modern cities. Search any large city, on a pleasant Saturday afternoon, and out of thousands of boys who should be doing something with energy and enthusiasm, their muscles all strong, their blood tingling in their veins, you will not find one in fifty doing anything which would be even a poor caricature of old-fashioned country sport.

It is the fast-growing appreciation of this state of things which is giving direction and force to the popular demand for the introduction of manual training into our public schools.

The last of the three classes of schools comprises schools of applied science and technology, whose purpose it is to train engineers, architects, geologists, chemists, and metallurgists, for the work of their several professions. These schools do not aim to educate the men who are to do the manual work of modern industry, although manual exercises may be, sometimes are, and I think always should be, largely prescribed

traditions to govern them, and had, indeed, the whole philosophy of their subject to evoke, *a priori;* in spite of general public indifference and even of much contempt, have done their work exceedingly well, even from the first, is fairly implied in the foregoing statement. It is truly remarkable that, with so little to go by and so much to do, all at once, out of such scanty means, there should have been so little waste of effort, so little done injudiciously, so few steps taken that needed to be retraced.

Credit should also be given to the Congress of the United States for the act which was passed July 2d, 1862, under the enlightened leadership of the Hon. Justin S. Morrill, of Vermont, making generous provision for the establishment, in the several States of colleges of Agriculture and the Mechanic Arts. Most of this provision was, it is true, devoted to the creation of agricultural schools, regarding which the scope of this address does not require me to speak, and, indeed, regarding which I should scarcely presume to expect an opinion ; yet the part which was assigned to the promotion of the mechanic arts proved to be a most valuable and timely re-enforcement of the American system of technological schools.

But no one, who thoroughly believes in the mission of schools of this class, can be content merely to assert that the full time had come in the economic evolution of the nation when such schools were imperatively needed for the promotion of our industries, and that the institutions thus called into being have done this, their primary work, with triumphant success. We go far beyond this ; and assert for these schools that they have come to form a most important part of the proper educational system of the country, and that they are to-day doing a work in the intellectual development of our people which is not surpassed, if indeed it be equalled, by that of the classical colleges. No statement less broad and strong than this would begin to do justice to the few we take of what these schools are now doing, and are in an increasing measure to do for the manhood and citizenship of the country. We believe that, in the schools of applied science and technology as they are carried on to-day in the United States, involving the thorough and most scholarly study of principles directed immediately upon useful arts, and rising, in their higher grades, into original investigation and research is to be found almost the perfection of education for young men. Too long have we submitted to be considered as furnishing something which is, indeed, more immediately and practically useful than a so called liberal education, but which is after all less noble and fine. Too long have our schools of applied science and technology been popularly regarded as affording an inferior substitute for classical colleges to those who could not afford to go to college, then take a course in a medical or law school and then wait for professional practice. Too long have the graduates of such schools been spoken of as though they had acquired the arts of livelihood at some sacrifice of mental development, intellectual culture and grace of life. For me, if I did not believe that the graduates

of the institution, over which I have the honor to preside, were better educated men in all which the term, educated man, implies, than the average graduate of the ordinary college, I would not consent to hold my position for another day. It is true that something of form and style may be sacrificed in the earnest, direct and laborious endeavors of the student of science; but that all the essentials of intellect and character are one whit less fully or less happily achieved through such a course of study, let no man, connected with such an institution, for a moment concede!

(*To be continued.*)

The Metropolis Law School.

DEAN ABNER C. THOMAS.

THE Metropolis Law School was incorporated by the Board of Regents of the University of the State of New York on June 11th, 1891, having existed as an unincorporated institution since March 16.

This school holds its sessions in the evening. It occupies a field peculiarly its own, and owes its foundation to a demand long existing in New York City, for a thorough and systematic evening course of legal instruction. Some twenty years ago Mr. George A. Miller, now one of the faculty of this school, wrote to the Albany *Law Journal* suggesting the establishment of an evening law school as one of the best methods for raising the standard of the Bar. This letter attracted attention at the time, and its suggestions were approved. The idea received considerable commendation, editorial and otherwise, but nothing further was done.

Evening law schools, however, are no experiment, as two such schools have been in successful operation for some time. One of these, that of the Columbian University at Washington, D. C., has so fully met the approval of the Judges of the Supreme Court that several of their number have delivered lectures in its course. The other, connected with the Chicago University, has been a marked success.

Early in the present year a number of law students requested Mr. Abner C. Thomas to undertake the formation and establishment of an evening law school. Comprehending the time and labor necessarily involved in properly carrying out such a plan, Mr. Thomas hesitated, but at length having become convinced of the existence of an urgent demand for such a school, consented.

With prompt energy admirable quarters were secured on the second floor in the new telephone building, Nos. 111–115 West 38th Street.

PROFESSOR CLARENCE D. ASHLEY.

Mr. Thomas, finding that the enterprise was demanding increased time and thought, invited Mr. Clarence D. Ashley to become an associate with him, and the executive duties of the school have since been performed by them jointly.

On March 16th, 1891, the school was opened for a preliminary term to be followed by a regular two years' course. As the season was near-

ing a close few students were expected, and it was not supposed that much more could be done than to effect a thorough organization. To the surprise of the faculty sixty-two students registered, paid their fees, and regularly attended the lectures of the term. These men proved to be exceptionally bright, and, necessarily occupied during the business day, they give up their only leisure to study, impelled by a keen desire to learn.

It is believed that the opportunities offered by this school will appeal to a large class of men who are anxious to obtain a sound education, but find it impossible to attend any school during the business hours of the day. The preliminary class was found to comprise college graduates, law clerks holding responsible positions in large offices, in the Courts, and in the Title Companies, besides several business men engaged in real estate, banking and other occupations.

It was desirable that the school should be incorporated, and application was made to the Regents for that purpose. Their Chief Examiner thereupon examined the school, attended its lectures, investigated its organization, equipment and methods, and thereupon recommended the incorporation of the institution.

The Trustees are General Wager Swayne, the Hon. George M. Van Hoesen, the Hon. Charles H. Russell, the Hon. John H. V. Arnold, Mr. Abner C. Thomas, Mr. Clarence D. Ashley, and the undersigned.

The Faculty is constituted as follows : Professor Abner C. Thomas, Dean, and Professors Clarence D. Ashley, Henry T. Terry and George A. Miller.

Mr. Thomas is the author of a standard book on Mortgages and several other legal works. He is well known, and has an excellent standing at the New York Bar, where he has practiced for many years.

Mr. Ashley is a graduate of Yale and the Columbia College Law School. He studied for two years at the University of Berlin, pursuing courses upon Roman Law, and has been in successful practice in New York for several years.

Mr. Terry is a graduate of Yale. Soon after graduation he was appointed Professor of Law at the University of Tokio, Japan, which position he held successfully for several years, when he resigned and returned to this country. He taught Law at Yale for one year in the place of the Hon. Edward J. Phelps, who was then in England. He is the author of works on Elementary Law, and has now entered active practice in New York.

Mr. Miller is a graduate of the Columbia College Law School, and has been in successful practice for many years. He has long been noted for his accurate knowledge of pleading and procedure, and his varied experience in questions of practice under the New York Code of Procedure has thoroughly qualified him for the treatment of these subjects. Mr. Miller was for many years connected with the 22d Regiment, N. G., of this State, becoming its Lieutenant-Colonel. In 1889 he joined the 12th Regiment with the same rank, and has recently resigned. During

his connection with the National Guard Mr. Miller served as Judge-Advocate, and on many important committees.

The prescribed course of study covers two years, and upon its completion, the Regents will confer upon the graduates the degree of LL. B.

Following is the course :

JUNIOR YEAR.

Elementary Law.—Professor Terry, 2 hours per week, to October 12th.

Real Property.—Professor Thomas, 2 hours per week, entire year.

Contracts.—Professor Ashley, 2 hours per week, entire year.

Torts.—Professor Terry, 2 hours per week, October 12th to January 4th.

Criminal Law.—Professor Terry, 1 hour per week, January 4th to April 4th.

Pleading and Procedure.—Professor Miller, 2 hours per week, entire year.

Domestic Relations.—Professor Terry, 1 hour per week, January 4th to April 4th.

Sales of Personal Property.—Professor Terry, 2 hours per week, April 4th, to June 3rd.

SENIOR YEAR.

Equity Jurisprudence.—Professor Thomas, 1 hour per week to March 4th.

Agency and Partnership.—Professor Ashley, 2 hours per week to February 17th.

Wills and Administration.—Professor Terry, 1 hour per week, to December 21st.

Bailments and Carriers.—Professor Terry, 1 hour per week, to January 15th.

Bills of Exchange and Promissory Notes.—Professor Ashley, 2 hours per week, February 17th to June 3rd.

Evidence.—Professor Thomas, 2 hours per week, March 4th to June 3rd.

Pleading and Procedure.—Professor Miller, 2 hours per week, entire year.

Corporations.—Professor Terry, 1 hour per week, December 21st to January 15th ; 2 hours per week, January 15th to June 3rd.

One evening in the week will be appointed to Moot Courts and Special Lectures. The subjects and names of the lecturers have not yet been announced, but it is understood that several able lawyers have tendered their services.

The Fall term opens on September 14th, and the fees are $75.00 per year, one half payable upon admission and the remainder on or before February 1st.

No special method of instruction is prescribed, and each instructor is left free to follow such plan as he may consider best adapted to the

requirements of his subjects and class. A portion of the Faculty has found it advantageous to pursue a plan suggested by the so-called Harvard System," but modified to meet the needs of the school.

A good working library has been already established, and will be steadily enlarged. It is solely for the use of the school, and will be developed especially to meet the requirements of its students. It will be open daily, Sundays excepted, from 2 until 10.30 P. M. Many students have expressed a determination to take rooms in the neighborhood of the school in order to avail themselves more fully of the opportunity thus afforded.

This school was called into existence by a strong demand for evening instruction. It is not the intention of the Trustees or Faculty to induce students to leave other well conducted schools or to tempt any man to enter the profession who has not already determined to do so. Neither do they offer an easy method for entrance to the Bar. To those earnest, determined men, who have fully decided to enter the profession, but who find it impossible to attend lectures during the business day, they offer an opportunity for systematic and thorough legal training. They propose to maintain a high standard, both ethical and intellectual. It is believed that such a course will do its fair share in elevating the standard of the Bar. It is proposed to proceed conservatively, and to carefully consider each onward step. Should the school meet with but a small part of the success which some of its enthusiastic friends predict, there is a great future before it.

WHEELER H. PECKHAM.

THE SOPHOMORE'S "NECESSARY EXPENSES."

Is A Three Years' Course Desirable?

BY WM. ALLEN BUTLER, JR., A. M., LL. B.

THE venerable Doctor McCosh, now past his eightieth year, on being asked if in his experience as an instructor there was anything wrong in the system of education as now in vogue in American colleges, said "that the average age at which students entered college was, in his opinion, undesirably high." This raises the question as to the causes of increase in age at entrance, and whether it would be better to lower the standard of admission, thus enabling the applicant to apply earlier, or to shorten the course. A few facts as to the advisability of the latter may be of interest.

As the result of careful statistics prepared at Harvard it was found that between the years 1880 and 1890, fifty-three and a half per cent. of those entering were between eighteen and a half and twenty-one years of age, or more than half were over eighteen and a half, and that the percentage of Freshmen who entered under eighteen had greatly diminished during the past thirty-five years, and the percentage who entered over nineteen had greatly increased. The Faculty of Harvard, consisting of sixty-four professors and instructors, after a careful consideration of the whole subject in 1890, cast a vote of thirty-four to thirty in favor of granting the A. B. degree after a three years' course, but the Board of Overseers rejected the proposal of the majority of the faculty. This report of the majority is not confined to statistics taken from Harvard alone. The statement is made that "Graduates of other New England Colleges who enter the Harvard professional schools are on the average somewhat older that Harvard Bachelors of Arts of the same year." The majority also say that "they are not without hope that the average age at entrance may be somewhat reduced, and they will not cease to urge that the preparatory schools should prepare their pupils well on all the subjects required for admission at eighteen; but they see no reason to believe that the average age will fall below eighteen, although boys who are unusually bright and steady, and who have exceptional advantages, may undoubtedly be made ready for college at an earlier age. The college requirements for admission have been decidedly raised during the past twenty years, the preparatory schools give a much greater variety of instruction than formerly, and their discipline is for the most part appropriate for boys who are not more than eighteen years old. On the other hand eighteen is young enough, though not too young, for the ordinary boy to venture into the inevitable freedom of college life, and to exercise the self-control which that freedom is intended to develop."

The members of the Harvard Faculty also say that they recognize the fact that the preparatory schools have tried to produce and succeed

in bringing about a continuous development and improvement in the instruction given in those schools; and they recognize the fact that these important changes in the American preparatory schools, and in their relations to the community, involve corresponding changes in the functions and relations of the American Colleges.

If eighteen is the average for entrance, four years of college life brings the average student to twenty-two; three years of professional study to twenty-five. When it is considered that very few can earn a livelihood until after they have been pursuing their profession at least two years, it is apparent that the average professional man enters upon his real life work at twenty-seven to twenty-eight.

One half of the college graduates become ministers, lawyers or physicians, and enter professional schools. The past twenty-five years has witnessed great progress in each of these departments. Legislative enactments in many states require a period of at least three years for the legal training. In 1870 the average law-school course was eighteen months; now it is three years. In 1870, the required course of the medical school at Harvard covered four months in each of the three years, the same lectures being repeated every year; the required course now covers nine months in each of three years, and the instruction is different in each year of the student's course. In addition, a voluntary fourth year's course is maintained.

In the theological schools three years is the usual course.

It therefore appears that any man who now enters college with a view to a thorough training for any of the learned professions must necessarily spend much time and money, and while he will receive more mental discipline than he would have received twenty-five years ago, he must pay the price in the time given. It would seem that the superior training now given in the professional schools carries out the spirit of mental discipline, begun in the preparatory school, and continued in the college, and in this also is to be found an argument in favor of shortening the college course. In the English Universities the ordinary period of residence for the degree of Bachelor of Arts is three years. The German Universities by their courses of study indicate that their experience is, that four years is too long a period between the preparatory school and the professional school.

As to the forty-five per cent. of students who do not enter the professions, and who go into business; there are these alternatives: First, to enter business a year earlier; or, second, to take a post-graduate course. Fifteen years ago the facilities for such special study were almost unknown. Now the Yale and Princeton catalogues contain a list of resident graduate students, that often equal in number the Senior Class. The University spirit is fostered by these graduate students. They give the best intellectual tone to the institution to which they belong, because they are there for special pursuits. The curriculum in many of our colleges permits optional or alternative courses in the senior year. These same courses could be taken by the student who had the

time and inclination, as post-graduate studies, and in this way the opportunity could be availed of to take every branch included in the present four years' course.

The object of our American colleges is to give a liberal education to the greatest number for the least cost. The question of expense has and always will be indissolubly connected with higher education, and the granting of the degree of Bachelor of Arts after a three years' course would certainly increase the number of applicants on the grounds of time and expense. It follows that the applicant for professional training would have the alternative of the post-graduate course or entering upon his speciai work a year earlier.

The preparatory schools are certainly permanent institutions. Andover and Exeter have a record of over a century. St. Paul's, Lawrenceville and others are progressive. They aim to give a boy a thorough education in the rudiments, and to fit him for ordinary avocations and business pursuits, even if he does not go to college. These endowed schools are now fully recognized as the best institutions of the kind, and are rapidly assuming the same relations to us as a people that Rugby, Eton, Harrow and Clifton have obtained in England. They are not in any sense dependent upon the colleges, and the college authorities cannot alter the conditions of school life so as to accomplish the graduation of the school-boy at an earlier age, excepting only by lowering the standard of admission to college. The professional schools in the progessive spirit which has recently characterized them, do not look backward or ask how old an applicant is or how long he has been studying, providing, of course, he complies with the conditions of admission. They do, however, require three or four years before they will grant him the coveted degree.

Where, then, can a year be gained, with the least loss in the entire calendar of the education of an American boy? It would seem that one answer to the question is found in shortening the college course to three years.

WM. ALLEN BUTLER, JR.

The Flower Girl.

Sylvia, Sylvia,
Where is thy daisy-sheaf?
Bright little flower thief,
Sylvia, Sylvia.

Up and away, the waves are at play,
Out on the rock-beach tossing the spray,
Gather us, gather us, sea-flowers say,
Go not there, Sylvia fair,
The salt sea brine will cling to thy hair;
Hither away, hither away,
A hundred roses have bloomed to-day.
Perhaps by the rocks of the sputtering sea,
The wind anemone waits for thee,
But faithlessly, so faithlessly;
The fostering zephyr that gave it breath,
Will blow it away to an early death.
O hasten up to the musk-blown air,
The meadow lilies are ever so fair,
And the golden buttercups match thy hair;
Hither away, hither away,
A hundred roses have bloomed to-day.

—*Wellesley Prelude.*

Professor George Chase.

PROFESSOR CHASE, the Dean of the recently incorporated New York Law School in New York City, was born in Portland, Maine, December 29, 1849. He was prepared for college in the public schools of that city, and entering Yale in 1866, graduated in 1870 as valedictorian of his class. He was also one of the Townsend prize essayists in Senior Year, and in the oratorical contest for the De Forest medal—the greatest literary honor of a Yale career—he received "honorable mention." After graduation he became principal of a classical school in New York City, where he taught for three years. Meanwhile he became a student in Columbia College Law School, where he graduated in 1873, receiving the first prize in Municipal Law. He was at once invited to become an instructor in this Law School, and accepting the offer, he has been a member of its faculty till the present year. In 1875 he was elected Assistant-Professor of Municipal Law, and in 1878 to the full professorship of Criminal Law, Torts, Evidence, Pleading and Practice. Besides teaching these branches of law to the successive classes, Professor Chase has found time for the following literary labors: He contributed many legal articles to *Johnson's Universal Cyclopædia*, was also assistant editor of *Johnson's General Cyclopædia*, and also Editor-in-chief of *Johnson's Ready Legal Adviser*. The following books have also been published, edited by him: *Chase's Blackstone*, an edition of Blackstone's Commentaries, with notes upon American law, which has been specially prepared to meet the needs of American students; *Chase's Stephen's Digest of the Law of Evidence*. Both these books are used in a number of the American law schools as text books, and the Blackstone has reached a third edition. He has also contributed articles to the leading law periodicals from time to time. He is a member of the University Club, of the American Geographical Society, of the American Academy of Political and Social Science, etc.

Columbia College Law School during this time, under the administration of that eminent jurist and great teacher, Professor Theodore W. Dwight, attained remarkable success and prosperity, and became the leading institution of the kind in the country*. Professor Chase has been Professor Dwight's valued coadjutor in the work of instruction, and his success as a teacher has elicited from Professor Dwight in a recent letter the following high terms of commendation. He says:

"Professor Chase has been associated with me closely for some eighteen years in carrying forward legal instruction in the Law School of Columbia College. I was allowed by the Trustees of the College to select my associate, and among all my students I found no one

* The number of students in the school during the past year, 1890–91, was 623. In Michigan University Law School, the next largest institution of the kind, the law students numbered 587. In the latter school, however, the examination for admission has been a more simple one than at Columbia, and the tuition fee is much smaller.

who suited me so well. He had a thorough training at Yale College, being valedictorian in his class, and while a student here exhibited remarkable powers of acquisition, as well as of close and searching analysis, and was at that early day master of a clear and attractive style. From that time (1873) forward he has rapidly risen to very high distinction as a teacher, having marked success in exposition, felicity of illustration, thorough comprehension of his subject, and deep interest in the progress of his students. During these eighteen years we have lived as brothers without a word of discord, or any unexpressed feeling of dissatisfaction. He is to me more than a colleague, he is the choicest of friends.

THEODORE W. DWIGHT."

Professors Dwight, Chase, and Petty have recently resigned from the Columbia School, and it appears that the time-honored method of teaching in this school, which has won such high distinction, is to undergo a change, at least to a large extent. Professor Chase has, therefore, secured a charter of incorporation for the New York Law School, which will perpetuate Professor Dwight's method of instruction, and be under the charge of instructors who by ample experience are well versed in that method. This school will open its first session in the Equitable Life Assurance Company Building at 120 Broadway, on October 1st, 1891. Its trustees are the Hon. John Bigelow; Thomas S. Ormiston, LL. B.; Thomas M. Dillingham, M. D.; Edward Earle, LL. B.; Albert B. Boardman, LL. B.; and Professor Chase himself. Four of these are graduates of the Columbia School, and hundreds of its other graduates have cordially advocated and aided the establishment of the new school. The Faculty will be, besides Professor Chase, Professors Petty and Reeves, who have both been for some years instructors at Columbia. Additions are to be made to this force of instructors from time to time as may be found necessary.

The founders of the school are desirous that the "Dwight method" shall not die out in New York City. They believe it to be the only efficient practical mode of instruction for students beginning the study of law, and know that its value has been abundantly and thoroughly tested by the experience of the graduates of the Columbia School, while it has been under Professor Dwight's charge. This method is in full harmony with that by which other branches of learning are taught to those who first essay to learn them. It aims to impart the *principles* of the law, to so expound and illustrate them that they may be clearly understood, and to lay stress upon the *reasons* upon which such principles are based. It seeks also to so present these principles in their orderly systematic relations to one another, with due classification of fundamental doctrines and of those which are subordinate, that their proper relative importance and weight may be duly realized and borne in mind. By one method of legal teaching, which, it is understood, will be the prevailing one at Columbia in the immediate future, individual cases decided by the courts are read by the students, who are expected to deduce the principles of law from these cases. By the "Dwight method" the principles of law are instilled into the student's mind, as they have been deduced from the cases by great jurists or legal authors, and the cases themselves are read by the student for the sake of illustration.

This method makes great demands upon the teacher, but it effectually brings out the great value there is in good teaching.

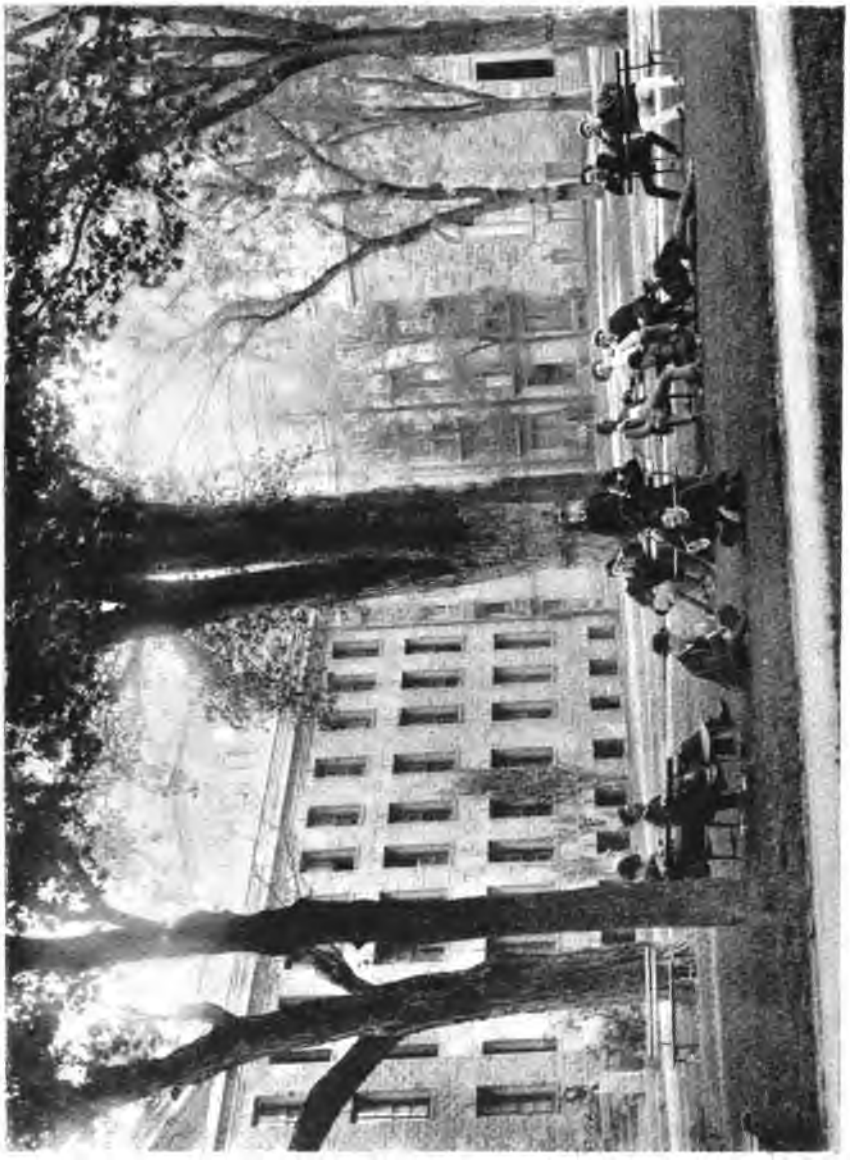
The location chosen for the new school is down town, in the midst of the lawyers' offices, in close proximity to the courts, etc. It is believed

PROFESSOR GEORGE CHASE.

that this will be of great importance to the students, as effecting a great saving of time and enabling them to attend court and see the actual conduct of trials.

Already the new school has goodly promise of success, and its friends hope for it a career of great usefulness.

DAVID WILLCOX.



UNDER THE PRINCETON ELMS.

Under the Princeton Elms.

BY GEORGE R. WALLACE, A. B.

THESE old elms on the Campus know more than they tell. Very few rushes they have not seen ; not a cane-spree but they have caught glimpses of it around the corners of West College ; they have stood about the bon-fires in the Quadrangle at many a great celebration, and have cast their shadows on groups of men saddened by touch-downs at the wrong end of the field. If Nassau Hall has a familiar spirit, and it certainly must have, you may be quite sure that it is lurking somewhere among the branches of the old elms. Without them Princeton would not be Princeton.

At Northfield recently, where over one hundred and twenty colleges were represented, an Oberlin man remarked how the Princeton boys seemed to stick together. "Why," he said, "you fellows are just like one big family." And he was right. There is no other college of the size where the undergraduates are so well acquainted. It was in Princeton that the college grounds were first called The Campus, and it is in Princeton only that the full meaning of the word is realized. How we do like to talk about that old Campus, with its broad stretches of lawn, its stately buildings and venerable elms ! How we love to breathe its air and revel in its unlimited freedom ! How often have we thrown down our books and sought relief for weary brain in its inexhaustible resources ! Does anyone wish a little practice at his favorite sport? Let him go out on the Campus and meet a lot of fellows looking for the same thing. Does he want a companion for a walk, or a party for a quiet game in his room ? He can find them on the Campus. Does he long for the pleasure of a pure and simple loaf ? He may join the groups in front of Old North and forget the ills of life in the careless drift of college chat. One can't help getting acquainted. Yale and Harvard men have told me that they have gone through their course knowing only a dozen or so men. Nearly every man here is acquainted with his whole class, and is on speaking terms with half the college. Our dormitories are nothing but big club-houses, and the campus is simply an extension built out into the open air.

Then the eating clubs. They are generally made up of a dozen or more congenial fellows who make arrangements with the powers of the kitchen through an agent or "club runner." The club runner is the Tribune of the People, and it is his business to present the complaints and wishes of his clients to the portly landlady (all Princeton landladies are portly), who is invariably on the brink of ruin because she gives her boarders too much for the money. If the Tribune cannot preserve the comity of gastronomic relations, he takes his club to another house, which is always " the best place in town." These little circles around

the table are the units of college life. They are the little forums where everything is discussed, from foot-ball to the Kantian Critique; in their daily pow-wows friendships are formed which will never be broken. They are made up of men of kindred tastes, and each one has its distinctive character. One club in the Senior class is composed entirely of philosophers. Go there for dinner, and you will see everybody forgetting their soup until they have settled the relative merits of Calderwood's and Martineau's theories of the conscience. It would not be hard to find other clubs where conscience never interferes with the soup. A few years ago a generous friend established a Commons, and supplied excellent food at reasonable rates. But the boys pined for the privacy and freedom of the old club room, with its song and jest, and Commons became a thing of the past.

If the social life at Princeton is not remarkably gay, it is exceeding pleasant. The winter brings on the Senior Assembly and the Juuior Promenade with their accompaning teas, and the Sophomore Reception makes a gala night in the middle of commencement week. There are a number of receptions and informal dances in the town. Each Friday night finds a procession of pilgrims on their way to the weekly receptions at Evelyn, and orange-and-black buttons are often seen in New York, Philadelphia and Trenton drawing-rooms. There are always some men who go out considerably, and if the number is not as large as it might be, the students have only themselves to blame. The fact is, our college life is so full and absorbing that there is little inclination to supplement it. After running around in flannels all day, the decision is generally one way when the alternative comes in the evening of attiring one's self for a call or dropping into a neighbor's room. Who does not know the charm of those evenings in a fellow's room? It doesn't matter much what is done. A few banjos improvise an orchestra; there are stories, songs, jests, a hand at whist; possibly crackers and cider for refreshments. The details are of small importanc; the real pleasure is in the freedom and abandon of college companionship, the jolly *camaraderie* of half a dozen of the best fellows in the world.

These little circles fill many a long winter evening, but when the spring comes the twang of the banjo is low and the thud of the base-ball bat is heard in the land. Everybody moves outside and becomes an athlete. The *Princetonian* issues its annual challenge to the *Lit.*; eating-club teams organize and train with an ardor worthy of the 'Varsity, and every other man you meet is a captain or manager. He is looking for another captain or manager, and wants to arrange a game for that afternoon back of Reunion. A good-natured crowd is on hand to coach, cheer or guy, as the occasion demands, while the "Grasshoppers" hammer out base hits on the "Hoffman House," or the "Butterflies" make life miserable for the umpire. One can't live in Princeton without learning to play ball. On a good spring day you can scarcely walk from Reunion to the Gymnasium without having to field a ball gone

astray from some bat, to which your attention is called by vociferous cries of "Thank you, there!" In the fall is foot-ball. The scene is changed to the field back of Witherspoon, and wonderful teams in a wonderful medley of costumes play with the desperation of a Thanksgiving game.

Then those Saturday trips to the neighboring preparatory schools! It is a beautiful day; coaches overflowing with players, managers and mascots, leave the front campus gate after dinner and spin across the country to Hightstown or Pennington. The "preps" always labor under the impression that they are playing, if not the 'Varsity, at least the 'Varsity scrub, and a corresponding degree of enthusiasm prevails. The girls are out on the grand stand in full force, and applaud fine catches and errors with delightful impartiality. If the visitors lose, they leave a proud and happy prep. school behind them; but little care they for that. Their coach rolls back to Priuceton over the moonlit road, their jolly chorus wakes the plodding Jersey farmer, and it is midnight when some strolling students hail them at the campus gate with "What's the score?"

There is an impression among many who have never seen university life from the inside, that the good old days when men studied have gone by, and the porches of the Academe have yielded to the shining track of Olympia. Twenty years ago there were no college athletics, and now the outside world hears of little else. Thirty thousand people go to the great games in New York; only the night watchman sees the light in the window burning late into the night where some Sophomore is wrestling with conic sections, or a belated Senior is poring over the mysteries of the *ens realissimum.* The New York papers print long articles on the sprinter who breaks the world's record in the hundred yards, and publish portraits of the famous half-backs. No one sees how these same men toil for literary and curriculum honors when they leave the athletic field; no mention is made of their nine hundred college mates who are quietly earning their degree by four years' honest work. Indeed there is a vast amount of intellectual life outside of the regular courses. The two Halls are filled with eager debaters and orators. Shakespeare clubs and all manner of literary circles meet during the winter and spend long hours in settling the great problems of literary controversy. Three periodicals are supported by the college and entirely conducted by undergraduates.

At the same time this is not what we care to talk about. Hours spent over Greek roots don't arouse much enthusiasm, but let that last game be mentioned. We see the whole thing—just where the men stood on the bases, just how the ball was pitched, just how that famous hit saved the game! Have not we, who have cheered to victory or supported in defeat many a plucky team, a right to laud the athletic glories of our *Alma Mater?* Athletics! They are the hope of our Republic. They develop the courage and vigor and fortitude which have made the Anglo-Saxon master of the world. The man who watches the contest

catches its spirit and goes away with a larger heart and a firmer will. Ever may the sons of Nassau Hall cultivate the generous and manly vigor of the true "foot-ball spirit."

In the fall there is a daily pilgrimage to the 'Varsity Grounds to see the practice. Here are trained those football teams whose weights assume such enormous proportions in the college press. We have known a half-back to go up from one hundred and forty to one hundred and fifty-five pounds by the simple expedient of having his weight printed in "The Crimson" after a Harvard game. Here are developed those rushers wl o rush so hard that some of our friends can account for their prowess only on the hypothesis that thev are drawing large salaries. The college lines-up along the ropes ; every player is watched and every good play enthusiastically cheered. Each spectator feels that the responsibility for the championship rests largely on his shoulders, and has his own views as to the wisdom of the captain's method of training. For two months nothing is heard but football. The papers are read only to see the scores of other teams, and former games are played over with a never-dying interest. The climax comes on Thanksgiving day, when we go to New York for the Yale game. The college goes *en masse*, leaving a score of musty bookworms and a dozen of stranded unfortunates in sole possession. Every man wears his orange-and-black button, and the Freshmen celebrate the first opportunity to wear colors by a prodigious display of orange ribbons on their umbrellas, canes and hats.

Then the game : thousands of people, gaily decorated coaches, a profusion of streamers, and a rattling fire of hostile cheers. A storm of applause announces the appearance of the teams. A little practice, and then the excitement rises to a pitch absolutely painful as the line-up is made, and a dashing V opens the battle. How they play ! We win, or else we don't. If we win, New York isn't large enough for us that night. Every man, woman and child on Broadway seems to be wearing orange-and-black, the world was never so bright, the theatres are crowded with spectators more bent on celebrating than on seeing the play, and after midnight a tired and happy crowd boards the "owl" for Princeton, telling each other over and over again how it was done. If we lose, things are different.

The genus poller is never more distinct than during the football season. He rarely casts his shadow within the 'Varsity gates, and sometimes does not even know who are on the team. There is a tradition of a poller who was here for three years without knowing where the grounds were, but it does not appear to be well authenticated.

The baseball returns with the robins, and with it the daily journey to the practice field is renewed. Princeton generally starts out with a championship team and rarely fails to win the first Yale game. Something nearly always turns up before the end of the season and we don't get as many championships as we should, but while we are enjoying the prospect of victory everything is lovely. If it is our turn to go to New Haven, an eager crowd gathers in front of the telegraph office to hear

returns an hour before there is a possibility of any news. A number of humorists take advantage of the opportunity to start false reports. One goes up stairs to the office, then suddenly dashes down in wild excitement; his abettors at the door raise a cheer which is echoed over the whole campus. Princeton has won—seven to three! The Freshmen are delighted until they meet an upper classman, who smiles and says that the news never comes in so early. The waiting crowd relieves the suspense by singing and speculating.

At last the true word comes and we have won! No rest for the Freshmen that night! They must scour the town and country for a mile around in search of fuel. They determine that their fire shall be the biggest ever seen. Contracts are made for gallons of oil, and tar barrels sell at a premium. Prudent housekeepers have their front gates taken in and send their husbands out to watch the coops and dog houses in the back yard. Gangs of suspicious-looking individuals in old clothes scout the streets and alleys, returning with a vast miscellany of boards, gates, panels of fence—anything that will burn. A few Juniors with the critical eye of professional builders direct the arrangement of the pile about the big cannon. Straw and tar barrels first, then boxes and rails; then everything that comes in. When the task is completed, the last can of oil poured on, and the dark pyramid, thirty or forty feet high, towers up in the centre of the quadrangle, the column is formed, and with torches, horns, drums, banners and fire-crackers, moves off in triumphal march. The President and some of the Faculty are visited and called upon for speeches. They come out on the piazza and make a few remarks, in which every sentence is punctuated by a tremendous cheer. When the circuit is completed the celebraters return to the campus and apply the match. A column of flame shoots up through the tree tops, and in the broad glare of the bonfire happy and contended groups stand about and discuss the full score just received. When the embers are burning to a dark red and the great clock in the belfry of Old North strikes midnight, the last stragglers retire to their rooms or go down to Dohm's to finish their discussion around a table.

Entrance examinations are scarcely over before a few zealous Juniors are busy getting the new class out for its first rush. With great care the word is circulated around that the next night at ten the class will form back of the Observatory. The Sophomores are to be taken completely by surprise. The secret is so burdensome that the Freshmen gather in groups and talk earnestly under their breath in their effort to keep it. They pass on the street with knowing looks and exchange significant gestures. As a natural result, the Sophomores are generally in front of Reunion waiting for the fun to begin. What a delicious sense of conspiracy and adventure there is in that silent gathering for the first rush! Every approaching figure is scrutinized; rumor says the entire Sophomore class is lined-up back of Witherspoon. Scouts are sent out to work the dormitories and report on the enemy. And then, for the first time, the stillness is broken by three cheers for '9—! a

challenge and defiance to the Sophomores. It is not a very good cheer; it is ragged and rough, and runs down at the end like an exhausted bagpipe. But never mind, they mean it, and it is the old cheer. They will soon learn it better; they will ring it out with passionate enthusiasm in the critical moments of great games. It will proclaim the joy of many a victory, and when, after four years' cheering, with depleted ranks they stand for the last time on the steps of Old Nassau at the close of the last Senior singing, they will express their undying devotion to class and *Alma Mater* by a deep and sober chorus in that best of college cheers, "Rah! Rah! Rah! Tiger! Sis! Boom! Ah! Princeton!"

We have forgotten our Freshmen again; but the Juniors have been taking good care of them. By this time they are marching around the triangle singing "Here's to '9—," and working up courage for the impending conflict. At last the moment of destiny is come. They are lined-up closely, eight abreast, the big men in front and the little men behind, ready to push for all they are worth. The column heads for the front campus gate, and a thrill of pleasure or fear runs down every spine as the sharp, clear-cut Sophomore cheer announces that the opposing forces are coming to dispute entrance. This is usually the signal for Mat. Goldie to step in and say, "Gentlemen, if there is a rush, every man in it will leave college to-morrow." Sometimes this is effective, but the blood of '9— is generally too warm to be cooled by the Proctor's eloquence. The Juniors pull their hats over their eyes and move among the Freshmen, suggesting that Mat. don't know them anyhow. A short parley, and then with a fierce shout, at it they go. The two solid columns dash together—a violent collision, a few moment's desperate pushing in the densely-packed masses, suddenly something gives way, and you are either joining in a rousing cheer for victory or gathering the scattered forces for another charge. These rushes are comparatively harmless and do a great deal to bring men together.

After the rush comes the pasting of the procs and then the cane spree, and so one might go on indefinitely. But a complete narration of the whole medley of events which make up our varied existence would still fail to give its essence, the indefinable charm of that spirit which lingers about Nassau Hall and sheds its influence over all the petty incidents of college life. We feel it when, in those inexplicable groups where everyone seems to be reclining on everyone else, we lie on the grass and listen to the Senior singing; it creeps over us when we stroll about the campus under the stars; it comes down with the moonbeams through the leaves of the whispering elms. Yes, we may talk about it, we may tell you all the details of each day's life, but if you really wish to know what it all means you must come here and spend four years with us under the Princeton elms.

GEORGE R. WALLACE.

We are pleased to show herewith a cut of the Tablet lately erected in Princeton College by the class of '81. The Tablet is rather unique, consisting of a slab of Sienna marble, on which the inscription is carved, set in a field of Mosaic, and in place, gives a beautiful and pleasing effect.

It is probably the only Mosaic Tablet in the country, and the class have been repeatedly complimented on their selection of so novel and beautiful a design.

The work was designed and carried out by Messrs. J. & R. Lamb of New York.

Athletics and Ethics.

THE recent sad death of Mr. Frederic Brokaw affords the text to quite a sermon upon the benefit of athletic training to the character. As all know, Mr. Brokaw met his death in the brave attempt to save the life of a servant girl at Elberon beach. The circumstances set aside all suspicion of romance or other ordinary motive, and leave us free to believe it an act of consistent heroism.

There may be in a man—and there generally is in all men who have had the advantages of refinement and culture—sufficient courage to meet and overcome great dangers, or to act when circumstances seem to make it worth the while, but there is no more valuable adjunct to such

innate courage than through self-reliance and confidence. These are two of the elements of heroism that come from thorough training and mastery of the physical expression.

There are those who have developed considerable intellectual activity at the expense of nerves or manliness, but no persons who began as gentlemen ever failed to become more thoroughly developed men by means of athletic training. College men are always supposed to be gentlemen, and with gentlemen the proverb *mens sana in corpore sano* never fails of application.

While, then, the death of Mr. Brokaw can be nothing but a loss to the world, we may still rejoice that, even at this cost, the athletic element in college training has received its vindication.

Frederick Brokaw.*

How often in the diamond's mimic war
  We marked his crouching form spring to its height,
And, like the shaft of Rome's young emperor,
  His swift ball speed in its unerring flight.

And when the losing game was almost done,
  How we awaited, all-expectantly,
His long, hard hit that earned the tying run,
  His daring dash that scored the victory!

So ever in our eyes his form will stand
  An antique athlete in a modern pose,
Gracefully tall, with ready bat in hand,
  The while his face in proud assurance glows.

"Handsome as heartless Commodus," you say,
"The *beau ideal* of *jeunesse doré*."

ELBERON, JUNE 24, 1891.

A gilded youth? No! Heart of Gold! Once more
  A desperate chance he dared—a life to save;
Nor till the sea its victim from him tore
  Sank, spent at heart, beneath the swirling wave.

MARION M. MILLER.

* Either a striking answer or a brilliant exception to the theory of certain observers of the tendencies of modern society, that there is arising in our midst a generation of young plutocrats, as epicurean in its pleasures and impervious in its attitude toward the common interests of humanity as the class from which sprang fiddler Nero and archer Commodus of old, is furnished by the death of Frederick Brokaw.

The son of a rich merchant prince, a prominent athlete (the catcher of the Princeton College nine), he lost his life in a vain attempt to save the life of Annie Doyle, a servant and a stranger. In some respects his death was similar to that of Henry Lamar, which furnished the subject of some verses in the May number of THE UNIVERSITY MAGAZINE, and the above are intended as a companion sonnet and quatrain.

Eminent Graduates of Princeton University.*

(CONTINUED.)

Martin Ryerson, Justice Supreme Court of New Jersey, 1833.

George S. Woodhull, Justice Supreme Court of New Jersey, 1833.

Edmund Pendleton, Justice Supreme Court of Virginia, 1834.

Edward W. Whelpley, Chief Justice Supreme Court of New Jersey, 1834.

Mercer Beasley, Chief Justice of New Jersey, 1835.

William Paterson, Judge Court of Errors and Appeals, New Jersey, 1835.

James C. Conkling, Judge Court of Illinois, 1835.

John S. Hager, Justice Supreme Court of California, 1836.

J. A. Kanouse, Judge Supreme Court of Montana, 1836.

John T. Mason, Justice Court of Appeals, Maryland, 1836.

William Motter, Judge of Supreme Court of Maryland, 1836.

Caleb S. Green, Justice Court of Errors and Appeals of New Jersey, 1837.

J. Lawrence Smith, Judge County Court of New York, 1837.

Wm. S. Clawson, Justice Supreme Court of New Jersey, 1838.

Wm. G. Whitely, Justice Supreme Court of Delaware, 1838.

Neil S. Graham, Chancellor of Alabama, 1839.

Henry K. McCay, Justice Supreme Court of Georgia, 1839.

Joel Parker, Judge Supreme Court of New Jersey, 1839.

Henry D. Ogden, Judge District Court of Louisiana, 1840.

J. Craig Biddle, Judge Common Pleas of Pennsylvania, 1841.

Amzi Dodd, Vice Chancellor and Judge of Court of Errors and Appeals of New Jersey, 1841.

Richard W. Walker, Justice Supreme Court of Alabama, 1841.

Edward Wallace Scudder, Justice of the Supreme Court of New Jersey, 1841.

Frederick H. Teese, President Judge, Common Pleas, New Jersey, 1843.

Westcott Wilkins, Chief Judge Common Pleas of New York, 1843.

Charles A. Bennett, Judge Common Pleas of New Jersey, 1844.

Joseph Augustus Wickes, Justice of the Circuit Court of Maryland, 1845.

S. Miller Breckinridge, Judge Circuit Court of Missouri, 1845.

James M. Jackson, Judge Supreme Court of West Virginia, 1845.

L. T. H. Irving, Justice Supreme Court of Maryland, 1846.

David A. Depue, Judge Supreme Court of New Jersey, 1846.

Ashbell Green, Judge Common Pleas of New Jersey, 1846.

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* Any additions or corrections will be received by Mr. M. Taylor Pyne, 20 William Street, New York.

Reminiscences of '69, Columbia.

BY W. D. FOULKE, LL. D., PRES.-ELECT OF SWARTHMORE.

WHEN the class of '69 entered Columbia, the college did not possess a single one of the beautiful edifices which are its pride to-day. The old building, which now looks as if it were crumbling to ruin, is all that remains to remind us of what Columbia used to be. But there was a better campus then than now for the rushes between Sophomores and Freshmen. And there was a great open space between 49th and 50th streets, from 5th to 6th avenue, used, upon ordinary occasions, for baseball, and sometimes for football, between the classes. For the football "team" was a thing then unknown. Everybody joined the game and kicked as hard as he could for the honor of '69, and the benefit derived from these amusements was not absorbed by the multitude, as it is to-day, by the organs of vision alone. In place of the costly and beautiful buildings now surrounding the college, the approaches, in almost every direction were through "shanty-town." Irish squatters, with ducks and geese and goats and pigs, with little streams of smoke pouring out of the stove-pipes used for chimneys, constituted the charm of the neighborhood. Yet, these were not without their advantages. A fat hen could sometimes be purchased for a small consideration, and thrown into the window of some lecture-room, while the students were busy at examination. On one occasion, our entire class was engaged in the chase of an unfortunate hen, who, greatly against her will, was thus thrust into our companionship; but, somehow, it happened that, fast as we could run, we could not catch her. She slipped away under benches and between our legs, until at last the professor himself had to take a hand in the pursuit. For a long time the hen was to agile even for him, but at last she was caught and a writ of ejectment summarily executed. The scratching of pens and buzzing of flies, which accompanied even examination, had just fairly re-commenced, when in she came again, and the same scene was repeated, the silk gowns rustling, and the young devotees of learning tumbling over each other in fruitless chase.

One morning, two of us espied a flock of geese, marching in stately manner up Fifth Avenue, just ahead of us. The peculiar appropriateness of the introduction of this flock into the room of Professor Nairne, at once impressed us. We encouraged them forward, by slow and easy stages, around 49th street and up the college path into the small area at

the foot of the steps, on the south side of the building, nearest to Professor Nairne's door. Half a dozen students more had collected, and we formed a cordon around them. But, easily as we had persuaded them to the foot of the steps, we could not induce them to mount. Then two of us were detailed to "chuck them up" to the landing, by the door, while the rest kept them from running away. We were in the midst of this interesting occupation, when Prof. Schmidt suddenly came around the corner. "Oh, gentlemen, don't! There are quite enough of these here now." That was all he said, but it was enough, and half a dozen students, greatly humiliated, were now to be seen urging the flock backward to the gate.

The college statutes were as long as the moral law, and not half so intelligible. They formed a code, which, during our four years, stood before us as a constant temptation to break its commandments. Punishments were prescribed with mathematical accuracy. Three admonitions made one warning, and after three warnings the man had to go.

I had been in college two weeks, when, in the geometry class, I found a fellow student in some trouble over a proposition in Euclid and tried to help him out. We were caught. It was Friday afternoon, about half-past twelve. "You will appear before the faculty at one," said Van Amringe. We trembled and were silent. At the appointed hour we waited around the door, as a man might await his trial before inquisitors. Suddenly we were ushered into the awful presence. The professors were collected in a semi-circle. President Barnard in the middle, Van Amringe, the secretary, at a table by his side, and the two wings, with Anthon, Drisler, Joy, Nairne, Rood, and the rest stretched around us, as if to enclose us in their fatal clasp. We were made to stand up in the middle of this semi-circle, a spectacle for gods and men. Van Amringe had written out the charge, and it was read to us with great solemnity. What had we to say? In point of fact there was not anything to say. A confession of guilt was our only refuge, and we were told to retire, while the faculty deliberated upon our doom. We went out and stayed round the door for ten minutes, with beating hearts. We were told to re-enter and were informed that an admonition would be inflicted upon us, and that we must return in one week from that day to have it administered. So, a week later, back we came; but, during this time, we had become greatly hardened. The admonition did not seem nearly so terrible as in those few first awful moments. The good Dr. Barnard delivered it to us in the best style of the art. He, indeed, tempered the wind to us; considering, no doubt, our youth and inexperience, and he told us that the offense which we had committed, although great, was not the most unpardonable in the category of college misdemeanors. What we afterwards saw convinced us that this was true. The admonition was long, eloquent and edifying, and if we were not the better for it, the fault was ours.

An institution of our Freshman class was the glee club. The music was not good, but the entertainment afforded, as I look back upon it

now, greatly exceeded that of any other association to which I ever be longed. The original members got in without trouble, but they soon established solemn and mysterious forms of initiation, adapted to the special needs and powers of endurance of the respective candidates. The ritual was variegated and impressive, and a coal-hole under the street in front of a residence at which the meeting took place, was the arcanum in which these rites were administered. I can recollect the case of a man who has since become a distinguished jurist, who was propelled upward through the various degrees with great rapidity, and who, after a long sojourn, blindfolded and bound, at the open door of a furnace, was idem nified by his immediate election as president of the club.

A pretty diligent attention to the studies in our curriculum, combined with a certain amount of good-fortune, cast upon me the duty of delivering the Greek salutatory at commencement, a duty saddled with a burden almost sufficient to out-weigh the honor. I remember distinctly the days and nights of toil and agony required for the production of the necessary number of hexameters. At last this work brought forth a poem, in which I had no little pride. The epic dialect had been preserved throughout; the cæsura was always in the right place, and the metaphors struck me as most appropriate, and I felt sure that I had produced something which, although no one could understand it, would be worthy of the occasion. I submitted it to Professor Drisler. But, alas for my vanity! Scarcely a line was left as I had written it, and the substitute which was to be delivered did not seem to me half as good as the original. I happened upon some of these verses the other day in rummaging through some old papers, and—shall I confess it?—I did not at all know what they meant, so deeply had my classical education become buried under the shifting sands and debris of business and professional life.

W. D. FOULKE.

COLUMBIA.*

BY RUFORD FRANKLIN, COL. '86.

During the following few years a number of changes took place in the Faculty, and, by 1825, the college found its courses of instruction presided over almost wholly by its own alumni. On the 3rd of November, 1817, the Rev. Dr. John McVickar, of the class of 1804, was appointed to succeed Dr. Bowden in the professorship of Moral Philosophy. At the same time, in order to relieve Dr. Wilson of some portion of the duties which his advancing age began to render burdensome, it was resolved to appoint an "adjunct professor" of the Greek and Latin languages. Accordingly, on the 1st of December following, Nathaniel F. Moore, of the

* Begun in December Number.

WM. A. DUER, '69.

RANDOLPH B. MARTINE, '65.

REPRESENTATIVE COLUMBIA MEN.

GEORGE WASHINGTON HARRIS, '84.

DANIEL LORD, JR., '66.

I. E. HINDON HYDE, '76.

GEORGE R. SCHIEFFLIN, '55.

REPRESENTATIVE COLUMBIA MEN.

LENOX SMITH, '65

WM. H. BUTTERWORTH, '64.

class of 1802, was elected to that office, charged with the duty of teaching those languages to the Freshman class. In February, 1820, Dr. Wilson resigned and Dr. Moore took his place, the adjunct professorship being filled by the appointment thereto of Charles Anthon, of the class of 1815. The Trustees now decided that a division of the professorship of Mathematics and Natural Philosophy was advisable for the welfare of the institution. Accordingly, two professorships were formed to take its place, the one, that of Mathematics and Astronomy, the other, that of Natural and Experimental Philosophy and Chemistry. Dr. Adrian was left in charge of the former, and, on the 4th of December, 1820, James Renwick, of the class of 1807, was appointed to fill the latter. On the 7th of November, 1825, Dr. Adrian resigned, recommending in his letter of resignation, in the warmest terms possible, that his successor should be Henry J. Anderson. Dr. Anderson was accordingly appointed on the 11th of the same month. He was a graduate of the class of 1818.

Professors McVickar, Moore, Anthon, Renwick and Anderson, therefore, being all alumni, the friends of the college pointed with pride to the fact and drew therefrom much encouragement. As instructors and as men they were all of singular worth and ability; and the value of their teachings and influence has been clearly manifest in the successful after-lives of many of the students who studied under their guidance. Of Professor Anderson it has been said that he was "a man whose character approached as near to perfection as is permitted to poor humanity." His mathematical ability was phenomenal; and, besides, he was well known as a linguist of unusual attainments. He served the College as Professor of Mathematics and Astronomy from 1825 to 1843. He was made Professor Emeritus in 1866; and was a Trustee from 1851 till his death in 1877. Professor Renwick occupied his chair for thirty-three years after his appointment in 1820, and was made Emeritus in 1853. He died January 12, 1863. His "Outlines of Natural Philosophy," published in 1822, was the earliest extended work on the subject published in the United States; and his "Outlines of Geology" (1838), preceded by several years any other school treatise on that subject. Professor Moore became ultimately President of the college, and extended notice of him will be taken in that connection. Professor McVickar entered the Ministry of the Protestant Episcopal Church in 1811, and became Rector of St. James' Church, Hyde Park on the Hudson. He held his professorship for nearly half a century, being made Emeritus in 1864, forty-seven years after his appointment in 1818. He is said to have given the first course of lectures on Political Economy ever delivered in an American college; and in 1825 he published what is said to have been the first work on the subject from an American pen. He preached as well as taught, being Chaplain at Fort Columbus, Governor's Island, from 1844 to 1862; and was, for many years, active in the guidance and direction of Episcopal church work. Professor Anthon—how many thousand young students have pored over his editions of the classical authors and been aided by his masterly notes! He was born

in 1797, and entered the College at the early age of fourteen; and, after a brilliant course, took his degree in 1815. He then studied law in the office of his elder brother, and was admitted to practice at the bar in 1819. In the following year, however, he accepted his appointment as Adjunct Professor of the Greek and Latin Languages; and this determined his life-work. He ultimately succeeded Professor Moore as head of the classical department, and served the College until his death, July 29, 1867. He was an indefatigable worker, allowing himself no respite and desiring none. It was his custom for many years to retire at ten and rise at four, thus accomplishing a large part of his day's work before breakfast time. An iron frame stood him in good stead, and he produced during his life some forty or fifty volumes, consisting chiefly of editions of the Latin and Greek classics and aids to classical studies, and including a Latin lexicon and a "Dictionary of Greek and Roman Antiquities." In 1830 he produced his large edition of Horace, which is believed to be the first attempt at a critical edition of an ancient author in this country; and in the same year was made Rector of the Grammar School attached to the college. His works were republished in England and accorded a most cordial reception there, a striking testimonial to their value in those days when American publications of such a nature were, at the most, only indulgently smiled at.

Thus equipped as to its Faculty with men of note and sound ability, the college accomplished much excellent educational work, harassed though it was by a yearly increasing debt which greatly limited its usefulness.

In April, 1826, a proposal was received from Doctors Hosack, Mott, Macneven and Francis, to re-organize a Faculty of Medicine in the College. The proposal, though quite favorably viewed by the committee to which it was referred, was nevertheless ultimately rejected. A year later a proposition was made by the New York Athenæum and the New York Society Library for a union of their libraries with that of the college; but this scheme was also rejected, though a subject of negotiation for eight or ten months, it being found impossible to arrange matters so as to suit all parties.

In October, 1827, a new body of statutes for the government of the college was adopted by the Trustees; and, a few months later, it was determined to establish a grammar school under the patronage of the Trustees and supervision of the Faculty of the college. The plan proposed, however, failed to be successful until it had received some modification during the following year; and even then it was some time before it succeeded to any great degree. In the spring of 1829, measures were taken to erect a suitable building on the college grounds for the accommodation of the school. The building was finished and occupied in the month of October following; and the Trustees made an agreement with Mr. John D. Ogilby, as Master of the school, under the control and direction of the College Board. Mr. Ogilby resigned during the following year; and Professor Anthon, as we have seen, was made Rector,

under an agreement which was variously modified from time to time until the first of May, 1833, when the arrangement was concluded. Professor Anthon retired from its direction in 1864; and in the same year the school was discontinued.

On February 11, 1828, died the most eminent alumnus at the time of the college, De Witt Clinton. He was Governor of the State at the time of his death, and the sorrow that attended the end of his notable career was sincere and widespread. The students of the college wore crape for thirty days. It was remembered with pride that the famous man had been the first student admitted after the reconstruction of the college in the period following the Revolutionary War, and that he had delivered the latest address, May 3, 1827, before the Alumni, sketching the rise, progress and present condition of the institution. In that address he had had stirring words of enthusiasm to say for his Alma Mater. "Since the college," he said, "has been under professors of native growth, it has experienced its present fulness of prosperity. The president and all the professors are now indigenous plants, and their talents and powers of instruction are felt in the flourishing state of the institution. Never did it stand on higher ground, and never were its prospects more brilliant."

In October, 1829, President Harris died, after eighteen years' incumbency of his office, during the last thirteen of which (following the resignation of Dr. Mason as Provost), he had had full charge of the institution and manifested a sincere and most zealous devotion to its interests. On the 9th of December following his decease, the Honorable William Alexander Duer was elected to fill his place.

President Duer was a grandson of Lord Stirling, and one of the two sons of "Lady" Kitty Duer who was one of the most noted women of culture of her time. His brother, John Duer, was a well known jurist, becoming Presiding Justice of the Superior Court of New York City in 1857. President Duer was a member of the New York Legislature during the exciting times incident to the passage of the Erie Canal bill, and was of material service in accomplishing the consummation of that desirable scheme. He was a man of critical erudition, and to a superior intellect added the charm of a graceful and imposing parliamentary manner.

On the 6th of the following month of January, 1830, a plan was promulgated for the establishment of the "University of the City of New York." The advocates of this scheme disclaimed all inference of a desire to interfere with the other colleges of the country, for many of which they professed to entertain the highest respect, "and for none of them a more sincere good will than for Columbia College." The gist of the plan at the time seemed to be to provide an institution in the city where young men might obtain instruction in the higher branches of *useful* knowledge in contradistinction to the opportunities given for the acquirement of classical learning at Columbia, the latter college professedly to be left in full control of that department and of that of the training of young men for the learned professions.

This project had the effect of arousing the Trustees to unusual activity, they holding that there was no necessity for the new institution, and that Columbia, with its age, experience, prestige and superior endowment, could well supply the want, and better, if proper encouragement were given. Accordingly, in order to lay fresh claim to a university standing, the Trustees decided to adopt several extensive modifications of the college system. The course of study, as then in existence, was preserved entire and denominated the "Full course," while another, which was called the "Scientific and Literary Course," was established in addition thereto. This latter course savored strongly of the plans for "University Extension," in these latter days beginning to receive adequate attention. It was open to others besides matriculated students, in fact, all persons whosoever, and to such extent as they desired, being permitted to attend. The professors of the college were encouraged to form classes for the instruction of others besides the regular students of the college; and, moreover, various new lectureships were established in all departments which the advocates of the new University had insisted upon as being of importance in practical life. Furthermore, objections being voiced against the college as being a sectarian institution, the Trustees adopted several new statutes of a nature very liberal and designed to show that the objections made were unfounded. Any religious denomination was declared to be entitled to have always one student, intended for the ministry, educated at the college free of charge. The same privilege was accorded to various corporations and societies, and to any person who founded a scholarship to the amount of $1,000; and any religious denomination or any person or persons, endowing by a donation of $20,000, a professorship in the classics, in political, mathematical or physical science or in the literature of any one of the ancient or modern languages, was to have forever the right to nominate the professor for the same, subject to the approbation of the Trustees.

RUFORD FRANKLIN.

(*To be continued.*)

N. PENDLETON ROGERS, '82.

JOHN MURRAY MITCHELL, '78.

REPRESENTATIVE COLUMBIA MEN.

ROBERT LENOX BELKNAP, '69.

SAMUEL A. BLATCHFORD, '67.

SAMUEL SLOAN, JR., '87.

GEORGE JARVIS GEER, '68.

REPRESENTATIVE COLUMBIA MEN.

THOMAS D. RAMBAUT, '81.

CASIMIR DE RHAM MOORE, '73.

UNDERGRADUATE WITTICISMS.

A FABLE.

A fond parent, living near the Hub, had a sturdy boy who played for many years with his friend, the Tiger. But as the Tiger was strong, the boy had several falls, and the fond parent said, "I will build a fence to keep the Tiger away from my boy." But one day the Tiger jumped over the fence, and the boy ran to his parent and said: "Papa, the Tiger is in our lot; what shall I do?" And the fond parent said: "My boy, run and meet the Tiger, and be very friendly with him, and say you will come back to play with him." And the boy met the Tiger and named the day, but when he returned to his fond parent, the fond parent said: "You cannot go back to meet the Tiger, he is too strong; come and play in the kindergarten."

"Chimney! how I flue," puffed the smoke.—*Rensselaer Polytechnic.*

Student (reading Virgil)—"And thrice I tried to throw my arms around her"—that was as far as I got, Professor.

Professor—That was quite far enough.—*N. Y. Univ. Quarterly.*

A REASONABLE ASSUMPTION.

He—"I hear that Patti has sailed for Europe."

She—"Yes. I suppose she has all the high C's she wants by this time."—*Columbia Spectator.*

I Wonder—Don't You?

If girls who talked on concert night
To guests in hall
Could only hear how very like
A clarion call
Sounded their sweetness in
The ears of all,
I wonder if 'twere possible
They'd talk at all
Don't you?

—*Prelude.*

First Freshman—"What do we have in Ethics?"

Room-mate—"Oh, we have the Judgment and Eternal Life, and I am not prepared!"—*Wellesley Prelude.*

THE REASON WHY.

At the Theatre.

JACK (who had given her those superb Jacqueminots).—How sweet those roses are!

NELL—Yes, that's because they're "Jacques."

CONCLUSION.—Jack took hope.—*Wellesley Prelude.*

EMPLOYER. — What education have you had?

APPLICANT.—College education: University of Pennsylvania, and—er—

EMPLOYER.—Well! Go on!

APPLICANT (reluctant, but honest)—I was expelled, sir; but I afterwards graduated from Yale.

EMPLOYER.—Young man, I don't care where you graduated, but I will hire you on the strength of your expulsion from the University of Pennsylvania.—*Princeton Tiger.*

SAMUEL SLOAN, JR., '87.

GEORGE JARVIS GEER, '68.

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To guests in hall
Could only hear how very like
A clarion call
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The ears of all,
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[illegible] OYER.—Young man, I don't [illegible] you graduated, but I [illegible] strength of [illegible] University

MR. SWELLHEAD (after the waltz) —Miss Belle, do you think I dance well?

MISS BELLE—Yes; nearly as well as you think you do.

MR. SWELLHEAD—Aw-aw-thank you.—*Tiger.*

Fond Papa—I've brought you home an English pug, my dear.

Enraptured Daughter—O, you dear, good papa, it's just like you. —*Yale Record.*

THE UNIVERSALITY OF SHAKESPEARE ILLUSTRATED.

Freshman Year—"Comedy of Errors."

Sophomore Year—"Much Ado About Nothing."

Junior Year—"As You Like It."

Senior Year—"All's Well that Ends Well."

RAPID TRANSIT.

"I've been on this road twenty years and know what I'm talking about," said the conductor to a passenger who complained of the slow time.

"Twenty years!" gasped the passenger; "what station did you get on at?"—*Harvard Lampoon.*

Some people like Shakespeare or Wagner,
And go to hear Booth, Kean or Nilson;
While some people much prefer Sheridan,
And patronize Florence and Wilson.

The theatre always is crowded
To welcome Salvini or Lotta;
But the college man saves up his money
To purchase a "Kreutzer Sonata."

—*Tiger.*

Oh! talk not of the student's joy,
The rapture in his books expressed;
His truest bliss is when he finds
A quarter in his cast-off vest.

—*N. Y. Quarterly.*

Lovers in the hall-way,
Papa on the stair,
Bull-dog on the front porch—
Music in the air.

—*Tiger.*

A Freshman who loudly observes
That HE can plot all sorts of curves,
Stepped up to the bat
With quite an eclat,
But the shock was too great for HIS nerves.

Naturally.

There was a young student, a fellow not prudent,
Who knew that to pass his exams—well, he couldn't.
"My friend, what's transpiring?" some person inquiring,
Received for an answer, "Why *I* am transpiring."—*Cornell Era.*

AMONG THE IMMORTALS.

HERODOTUS—What's the matter; I see you look glum?

XENOPHON—I guess *you'd* look glum if you'd visit the earth and find out how you were being *horsed.* —*Yale Record.*

Daughter.—Paris is going to be especially attractive this year.

Father.—It seems to me that is rather a broad hint.—*Yale Record.*

"The Beautiful Snow."

Last evening my darling and I took a drive
Through the woods where the wind whispered sweetly and low;
Where the moon shone so bright
With her silvery light,
And soft was the gleam of the beautiful snow.

I asked her one question as swiftly we drove,
The answer came back in tones soft and low,
But it gave no delight
On that cold winter's night,
For chill was the tone of the beautiful's No.

—*Brunonian.*

Peripatetic.

I have often wondered how much chance for luxurious ease in old age there was for the graduates of our agricultural colleges. I had always supposed that a farmer considered himself prosperous when he could earn enough for clothing and leisure enough to kick his heels against the counter of the village store for an hour on Saturday nights to "kind o' larn what's a doin'."

When I saw the list of the "New York Farmers" I felt like selling my diplomas and becoming a Bachelor of Agriculture. I give it here as a timely hint to my younger friends. New York men will scarcely need to be introduced to *any* of them :

Daniel F. Appleton, George F. Baker, John S. Barnes, Samuel Borrowe, Frederic Bronson, C., '71; George H. Brown, James A. Burden, Le Grand B. Cannon, Prof. Charles F. Chandler, U., '73, Joseph H. Choate, H., '52; Smith Clift, Wesleyan, '37; Samuel J. Colgate, Alfred B. Darling, Chauncey M. Depew, Y., '56; Theodore A. Havemeyer, Robert Hoe, John I. Holly, Adrian Iselin, John Jay, C., '36; Charles Lanier, James Lawrence, H., '74; Johnston Livingston, Union; Pierre Lorillard, J. G. McCullough, Delaware, '55; J. Pierpont Morgan, Trinity Trustee: Levi P. Morton, Gilman S. Moulton, James Otis, George B. Post, Percy R. Pyne, P., '78; Francis R. Rives, U. of Va.; Archibald Rogers, Y., 73; F. Augustus Schermerhorn, C., '68; Samuel Sloan, Rutgers Trustee; James Stillman, Thomas Sturgis, Rutherfurd Stuyvesant, Walter L. Suydam, Henry A. C. Taylor, C., '61; Jonathan Thorne, Samuel Thorne, Cornelius Vanderbilt, Columbia Trustee; William K. Vanderbilt, Trustee; Herbert Wadsworth, W. Austin Wadsworth, H., '70; John Hobart Warren, W. Seward Webb, C., '75; John D. Wing.

The full Chautauqua College announcement has just been issued. In it are outlined courses in English language and Literature, German, French, preparatory and college Latin, preparatory and college Greek, Physics, Chemistry, Mathematics, History, Political Economy, Geology, etc. These courses are conducted by professors of high standing in some of the best colleges in the country. Yale, Johns Hopkins, Princeton, Amherst, University of Michigan and other institutions more or less well known are represented in the faculty. The session lasts six weeks. Each course is for five or ten hours each week, some classes meeting once a day and others twice. Besides the College proper there are several schools of Sacred Literature. Students are expected to take not more than one or two courses, the concentrated effort being caluculated to enable them to accomplish as much in the six weeks as is generally accomplished in one subject in a term in college. The advantages offered are particularly valuable to college students who wish to study in advance of their class, in order to have more time for other duties during term time, or to work off conditions. Ample opportunities are given for recreation and athletic sports. Mr. A. A. Stagg, formerly captain and pitcher on the Yale University nine, will be in attendance and superintend this department.

I may be as good a Harvard or Yale man as any classmate, and am certainly as fond of the annual race as any, but I am perfectly certain that I have in me no desire

to have a Cornell or any crew or its supporters taunting me with inferiority and cowardice; especially when that crew winning each successive race becomes every year more formidable as an antagonist, and in position therefore to boast its superiority with greater force.

I wonder how long the Yale faculty is to be imposed upon and its dignity assailed by association with one whose nominal duty is to teach military science, but who is in reality, using his connection with that institution to give wider publicity to a lot of intolerable nonsense about the millennium. It is high time he was suppressed.

Except in a few of the wealthiest colleges the alumni catalogues are of insignificant value, either to its alumni or to the outer barbarian. They give neither residence nor occupation.

The fraternity catalogues are of far greater value, and really help a graduate to an infinitely better knowledge of his contemporaries. The finest of these are the Psi Upsilon, Sigma Chi and Kappa Alpha.

A silly editorial writer in the March 16tn issue of the Syracuse University *News*, which has just been brought to my attention, objects to my suggestion about the illustration of college annual catalogues, saying that Syracuse had already done it the year before. Had he been more accurate in his reading of the paragraph he would have spared himself the churlish leader, written with the grace of a country clown.

Syracuse will have followed my suggestion when it illustrates its catalogue with views of all its buildings and interesting features.

At a meeting of the Columbia Law Faculty held July 8th, Professor Keener was elected Dean, and Professor Burdick Associate of the Dean on the University Council. Mr. George Richards was appointed special lecturer in Insurance, and Mr. James A. Bishop (author of Bishop on Insolvent Assignments) special lecturer on the New York Code of Procedure, each for one year.

I am an enthusiastic advocate of evening courses in metropolitan universities. The Metropolis Law School, mentioned elsewhere, is the first of any importance to offer a degree.

That is just what is wanted as experiment, and if it does not have a phenomenal success I shall be greatly surprised. It is not unlikely to be absorbed into the Princeton University system if it proves successful.

One of the most promising Law Schools in the South belongs to the University of Tennessee, at Knoxville. Judges Ingersoll and Freeman alone would make it a success.

The wonderful climate of the country make it especially attractive to students overworked in Eastern and Northern colleges.

The Illinois State Board of Health issued a general circular June 6th, asking suggestions for a *science* course preparatory to the study of medicine.

The Board now requires that medical students shall study medicine four years, and attend three courses of lectures, no two in the same year. They will, however, recognize a scientific course as equivalent to two years' work. Thorough courses in biology, physics, chemistry, botany and Latin should be enforced. Facility in translating German and French medical works is of the utmost importance.

The Alumni Fund at Yale, which is to be continued each year, amounts to $8,070, equal to a 4 per cent. income on an endowment of $200,000. A pretty valuable result for a circular.

Radical changes and improvements have been made in the Law School of the New York University. Heretofore it has had two professional chairs.

Now Austin Abbott, N. Y. U., '51, is Dean; Isaac F. Russell is Junior Professor and Secretary; Christopher G. Tiedeman, of the Universities of Charleston, Leipsic and Gottingen, is Senior Adjunct Professor; and Henry W. Jessup, of Princeton, Junior ditto. Professor D. R. Jaques has charge of the Graduate instruction. Special lectures will be by such noted lawyers as Wm. Allen Butler, Cephas Brainerd, C. W. Mac Lean and Myer S. Isaacs.

Located as it is, New York, Columbia, should have a Professor of Literature, free to lecture and do creditable original work. Tutors should do the routine work.

Although New Yorkers have done nothing for Columbia that gives them the right to expect it, she should nevertheless provide many such series of lectures for students and public alike, as the Stedman lectures at the Johns Hopkins University.

Here is a piece of financiering worthy of honorable mention: By depositing $7.50 any student at Harvard may obtain a complete set of furniture for use in his room for a year. If then returned uninjured $2.50 is refunded.

Its value is $50.00. Mr. Francis G. Peabody is interested in thus aiding the less wealthy students.

Chicago University is to have $350,000 expended at once in the erection of buildings on its twenty three acres.

Henry Ives Cobb of Chicago is to be the architect.

This reminds me of the remarkable success of that gentleman. A resident of Brookline, Mass., he was educated at Harvard in the class of '83, without taking honors. His father despaired of his future. He studied architecture with Peabody & Stearns for a year, entered a competition to design the Union Club of Chicago, and won. Moved to that city; within sixteen months, had forty buildings in charge including the Chicago Opera House, McCormick's and other magnificent dwellings, and to-day is architect of the New Public Library, one of the Columbian Exposition Buildings, and the university, and is in receipt of probably the largest income from professional fees of any man of his

age in this country. It is variously estimated at from $100,000 to $350,000. That is the sort of success that turns the brain of most men, but does not affect him.

Prof. Royce of Harvard is reported to have received and refused an offer of the Professorship of Philosophy at the Leland Stanford, Jr., University, at $4,500 a year.

The vandals who again painted red the John Harvard statue in the Harvard Yard should be tarred and feathered if caught.

I overheard the disreputable stories told at the class banquet of Columbia, '91, at Morello's. The wit was execreable, the speeches a disgrace to the class and to Columbia, and the language which could be heard through the rear windows by anybody in the block, was such as to be absolutely unfit for decent ears. I could name these speakers to the number of ten. They should be called Freshmen, not graduates.

One of my friends, a prominent trustee of Princeton, told me that two brothers, just admitted to Columbia, had been sent by their father to try the Princeton entrance examinations owing to the rough way they had been handled in a recent rush at Columbia. It is time such rowdyism was suppressed if such things are true.

The Trustees of the Rensselaer Polytechnic Institute at Troy recently elected Superintendent Charles C. Martin, Class of '56, of Brooklyn, Director, to succeed David M. Greene, who has resigned.

By the death of Professor Ambrose P. Kelsey, a vacancy was created in the Stone professorship of Natural History at Hamilton College. This has been filled by the election of Charles H. Smyth, Jr., Ph. D., a graduate of the Columbia School of Mines, who has pursued thorough post-graduate studies in Cornell and Harvard, and at Heidelberg under Professor Rosenbush. Professor Smyth is an enthusiast in natural science, and will bring to the work of his chair a familiar knowledge of the best methods of research and instruction. The Trustees have not as yet elected a president to succeed the Rev. Dr. Henry Darling.

The most powerful attack upon the system of admitting pauper immigrants into this country ever written appears over the signature of Pres. F. A. Walker of the Mass. Inst. of Technology, in the August *Forum*. Being unanswerable it is the duty of every educated man to read and ponder it.

Psi U. has two dead chapters—Harvard and the University of Chicago. An enthusiastic member announces that the conditions are now such that they will soon be revived, giving Psi U. twenty-one active chapters.

The announcement is made that the Harvard Chapter of Delta Kappa Epsilon has withdrawn from the Fraternity. An *ultimatum* was issued to the chapter, and declining to mend their ways, they withdrew from the Fraternity.

The oration which Chauncey B. Ripley, LL. D., of this city, delivered last June before the annual meeting of the Alumni Association of Bucknell University, is given in this issue. It has awakened a great deal of interest among university men generally, for it is probably the first time that such a position has been taken on such an occasion in favor of the Greek-letter fraternity system. Dr. Ripley points out clearly the advantages which the fraternity means for the college man both during and after his college career. It is a very significant circumstance when a man of Dr. Ripley's standing in the University world, declares his sentiments so freely on this topic and makes them the burden of his remarks in an annual oration before the Alumni of a college. These opinions of a prominent Bucknell alumnus stand out in contrast with the attitude assumed years ago against the Greek-letter fraternities by the faculty of the same institution. Dr. Ripley's remarks show that most college authorities now see that the fraternities are in a position to be of value to the institutions in which they are established.

In these days the son selects for himself the college he will attend and his father may as well submit gracefully to the inevitable.

I was forcibly struck with this fact when I visited an old Columbia man in his New Jersey home and found two of his three sons expecting to enter Princeton, and the third, dissatisfied with a business life, longing for a scientific course. Careful questioning elicited the fact that Princeton was chosen because "our friends are all going there." These "friends" proved to be natives of New Jersey intending eventually to study law, and therefore having every incentive to enter Princeton.

They refused to consider their father's wish for them to enter Columbia, because "there's no college life in Columbia; it's plenty of work and no relaxation." As the result of the family council Harvard takes one son, Princeton another, and the third *may* go to the Columbia School of Mines.

I alone had met five boys in one week refusing Columbia for that same cause.

There must be five hundred.

I wonder if it must always be so.

Over thirty years ago the Hon. John Jay, LL. D., was blackballed from the Union Club because he was a prominent abolitionist, although proposed and championed by a noted Virginian and slaveholder, Col. James Munroe, nephew to the President.

Chatting with him on the Spring House veranda at Richfield Springs a day or two ago he told me with undisguised pleasure of his recent election as an honorary member of the Union League Club.

The Glen House, at the White Mountains, is conducted by college men. The house employs in various capacities between thirty and forty

graduates and undergraduates of New England colleges. The manager is a Harvard, '87, man; the stage clerk, Harvard, '89; the cashier, Dartmouth, '91; and the room clerk, Amherst, '87.

The recent issue in the Columbia law school between the "Dwight Method" and the "Langdell Method" of teaching law has resulted in the foundation of the New York Law School, devoted to the perpetuation of the former. The advocates of both methods claim superiority, and as a matter of fact, the final decision will rest with each individual for himself.

It must seem, however, to all laymen that to teach a science like law by the inductive or "case method" presupposes much more mental training of a peculiar variety than is furnished by the ordinary college course. As has recently been said, "exceptionally brilliant students might successfully study logic in this way, but even for them it would have been easier, and for average students it would be well-nigh indispensable, to take a preparatory course of Whately, before attacking John Stewart Mill's treatise."

General Walker's paper read before the Regents of the University of the State of New York, at Albany in July, and which is presented in this issue, merits the perusal of thoughtful men.

A sad misfortune has befallen Harvard students. Parker's and Young's hotels both refuse to serve banquets for assemblies of students. They are "too boisterous." Some men think it wonderfully funny to throw articles of food and destroy tableware on such occasions. My observation has led me to realize that the lower classmen are chiefly responsible for such affairs.

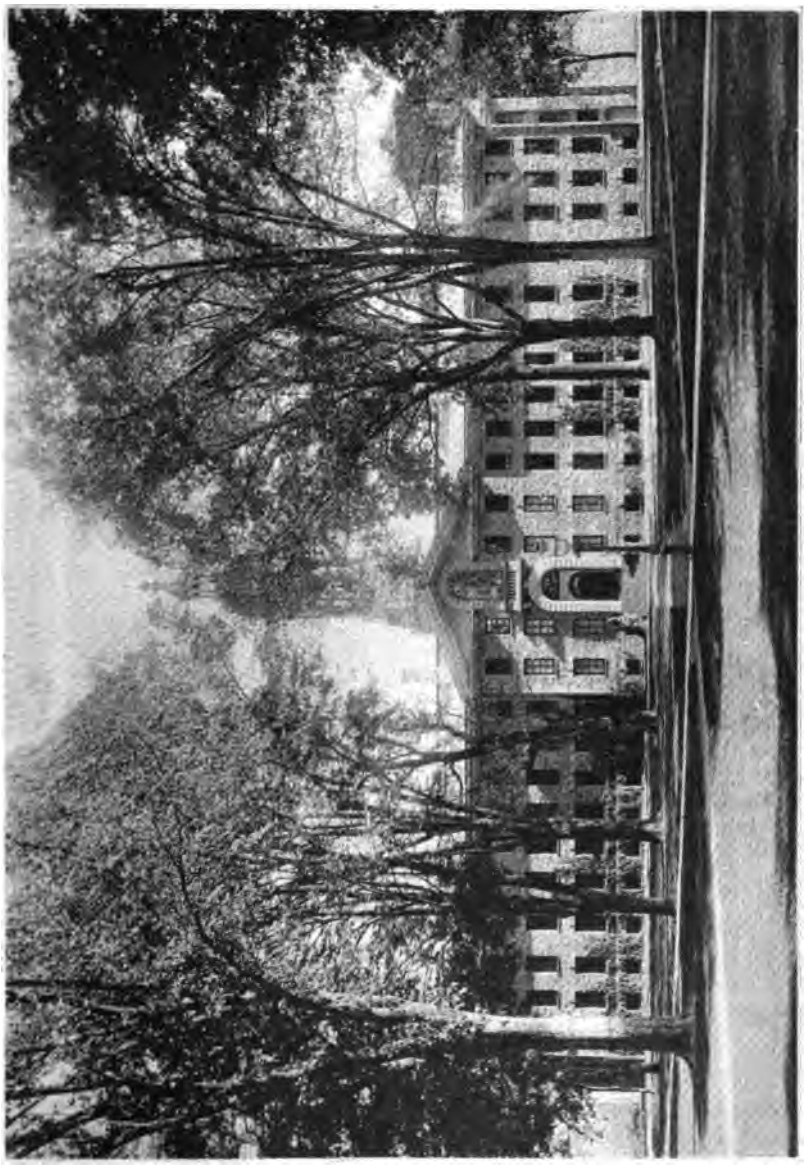
The Japanese students in our universities are almost universally high stand men, usually being found among the first five of their class.

This is perhaps less remarkable when it is understood that only those who prove to be the most intelligent at the Japanese colleges are sent by their government to us. One of them, N. Kozaki, it was who represented the Divinity School at the recent Harvard commencement.

A young woman rarely looks more striking and interesting than when adorned with the mortar-board or Oxford cap.

At the New York University and the Bryn Mawr commencements they can be seen by the score.

The organization, effected May 27th last, of the "American University," in Washington, includes many Government officials among its incorporators and directors. They are to "make an appeal to the American people for $5,000,000 to carry out the plan." Such money had much better be given to some old institution in that region to make it a National institution. I notice among them my friend Julian S. Carr, of North Carolina, one of the most successful and highly esteemed alumni of the University of North Carolina, and the most prominent candidate for Governor of that State.



OLD NASSAU HALL—PRINCETON UNIVERSITY.

FRANKLIN W. HOPKINS, A. M.

FRANKLIN WHETSTONE HOPKINS was born in Cincinnati, in 1857. His family history, for several generations, is intimately connected with that of the city of his birth, of which his father was for many years a well-known merchant and leading citizen. His maternal grandmother (also a Hopkins), when a child, lived in Fort Washington, the first building erected on the site of the city of Cincinnati, and of which her grandfather was the commander, and the leader of the pioneers who built their log-cabins under the shelter of its walls. Mr. Hopkins' grandfather was the first person to apply steam in a saw-mill on the Ohio river. He is also a direct descendant of Stephen Hopkins, who signed the Declaration of Independence as a representative of Rhode Island, and whose brother, Esek Hopkins, was the first Commodore of the United States Navy. To both of these, Mr. Hopkins is said to bear a strong facial resemblance.

In one descended from such ancestors it is not surprising to find the sturdy qualities of mind and character by which Mr. Hopkins is distinguished. In 1876 he graduated from the Woodward High School, of Cincinnati, and was selected as the representative of the schools of the city to read the Declaration of Independence at the centennial celebration, in the Cincinnati Exposition Hall, before an audience of five thousand people. In the same year he entered Yale, and graduated in 1880, ranking third in a class of one hundred and twenty-three. Upon leaving college, Mr. Hopkins, at the request of his father, who was desirous

that he should enter a profession, passed a year at the Columbia Law School. His own ideas, however, inclined more to an active business life, and in April, 1881, he entered the office of a Wall street firm as a messenger, and in the following September was keeping all the books of the same firm. In December, of the same year, he became a member of the Stock Exchange, and in January, 1882, was admitted to partnership in the present firm of S. V. White & Co., and before the close of the year formed a happy matrimonial alliance with the daughter of his senior partner.

In his business life, Mr. Hopkins has met with distinguished success. His natural force of character and fertility in ideas is too great to permit him to become a nonentity, or to travel in old ruts without a question, while he has the courage to follow up judgment with prompt action.

During Mr. White's term in Congress, when the chief conduct of the affairs of the firm devolved upon him, he organized its investment department, in 1888, and has since made this his peculiar field of work.

The results of his studies and observations in this direction were embodied in a course of six lectures, on "Investment Securities," delivered by him at Yale, in the autumn of 1890. These lectures, designed to give elementary instruction in the principles of finance, as applied to safe and successful investments, were widely commented upon as a new departure in practical educational methods. They were distinguished by such appositeness of illustration, clearness of style, and simplicity of diction as to win, universally, favorable criticism, and to suggest that Mr. Hopkins would have become distinguished as an instructor, had he devoted his energies to that field. In recognition of the ability shown in these lectures and the service rendered to the University by their delivery, Mr. Hopkins received from his alma mater in June, 1891, the degree of A. M. A better exhibition of genuine pluck has rarely been given than was shown in the delivery of this course of lectures, two in each week, in November, 1890. This will be appreciated when it is remembered that, at the time, the house of Baring Bros. was threatened with insolvency, and a disastrous financial panic seemed inevitable. Every Wall street nerve was strained to its utmost tension, and the lecturer, a young man of thirty-three, was, owing to the absence of his senior partner from the city, in sole charge of the extensive business of his firm. Mr. Hopkins still takes an active interest in college matters. While an undergraduate, he was a member of Psi U., and now belongs to the Wolf's Head Society, the meetings of which he frequently finds time to attend. Though still a young man he is already a well-known figure in Wall street, and is a director in a number of railroad and other corporations, including the recently organized Astor Place Bank.

If industry, energy, clear judgment, and unswerving integrity are qualities that command success, it may be safely prophesied that, in the years to come, Mr. Hopkins will occupy a distinguished position in the financial world.

CLARKSON A. COLLINS.

ARTHUR GILMAN.

ARTHUR GILMAN is a man who came into the educational field rather from force of circumstances, though he has always been interested in the subject. In connection with his wife, he made the plan for the repetition of the Harvard lectures to women, and he has been the executive officer of the Annex from its beginning. It was his desire to bring to bear upon the education of women the ability of the most complete college faculty in America, and he has seen the enterprise grow from a score of students and a small corps of professors who met their classes in rented rooms, to a body comprising sixty-six professors and one hundred and seventy-five students, occupying an ample building and possessing properly fitted laboratories and books.

After the annex had been firmly established, Mr. Gilman founded The Cambridge School for Girls, intended to give a flexible and thorough course to young women whether they were to go to college or not. In addition to the day school, Mr. Gilman has now provided a home, known as Margaret Winthrop Hall, in which young women coming to Cambridge from a distance are cared for. Mr. Gilman thinks that women who need to go to college ought to have the privilege of the best opportunities, and that they themselves should be the judges of their own needs. On the other hand no girl in the Cambridge School is influenced to go to College, though those who desire to prepare themselves for such a course are fitted in the best possible manner.

Mr. Gilman is known to teachers as the writer of several text books. Among them are "First Steps in English Literature," and "Gilman's Historical Readers." He is also editor of "The Poetical Works of Geoffrey Chaucer," his being the only complete American edition of that author's poems. It is used as a text-book in Harvard and Yale. Mr. Gilman began life as a banker in New York, but was obliged by ill health to give up that career. He received the honorary degree of M. R. from Williams College in 1867. For the past twenty-one years Mr. Gilman has lived in Cambridge. He is fifty-three years of age.

Dwight Hinckley Olmstead.

DWIGHT HINCKLEY OLMSTEAD, the subject of our sketch, is descended from three noted New England families, indicated by his name. He was born at Wilbraham, Mass., in 1826, being the son of Asa Olmstead, a graduate of Princeton College, of the class of 1814. Having received an excellent preparatory education, he was graduated at Hamilton College in 1846 at the age of twenty. During his collegiate course, he was noted as a writer and speaker, and took the first Junior prize for oratory. Four years after his graduation, after having read law with his brother-in-law, Theodore W. Dwight, then a tutor at Hamilton and afterwards in Columbia College Law School, he was admitted to the Bar, and immediately commenced to practice law in the City of New York, where he has since resided. From 1854 to 1885 he was a member of the successive law firms of Tracy, Wait & Olmstead, Tracy & Olmstead, and Tracy, Olmstead & Tracy, which were firms of high standing, with a large and lucrative practice. Mr. Olmstead, during this period, had charge of important corporation interests, and was especially noted as an authority on real estate law. In 1855 he married Miss Maria N. Lawrence, a member of an old Long Island family of that name.

In 1844 he formed a partnership with his son, Lawrence D. Olmstead (Hamilton, '78), but, upon the death of the latter, in 1888, he virtually retired from practice.

Mr. Olmstead, and his son Lawrence, were both members of the Psi Chapter of the Psi Upsilon Fraternity. Since his graduation, he has always maintained a warm iuterest in the affairs of his alma mater, having been President of the Hamilton Alumni Association during the year 1878, and subsequently President of the New York Hamilton Alumni Association.

During the period of Mr. Olmstead's life in New York, he has been a conspicuous and most useful citizen.

In 1873 he assisted in organizing the Inter-Collegiate Literary Association, with such well-known people as Russell Sturgis, Dr. Howard Crosby, Professor Trowbridge, Judges Daly and Gilbert, Professor Vincenzio Botta, Dr. McCosh and Col. T. W. Higginson.

Mr. Olmstead was chosen one of the trustees, chairman of the finance committee, and subsequently vice-president. This was the parent of all subsequent Inter-Collegiate Associations.

Although he had been for many years identified as a property holder with the West Side of the City, he was in March, 1875, elected President of the West Side Association, as successor to Wm. W. Whitlock, Wm. R. Martin, afterwards Park Commissioner, and Wm. Tilden Blodgett. This was at a time of great financial depression, and real estate

on the West Side was at ebb tide. Mr. Olmstead immediately caused the society to be incorporated, associating with him as directors such prominent citizens as Marshall O. Roberts, William W. Ogden, Courtlandt Palmer, Joseph W. Drexel, D. Willis James, Russell Sage, H. B. Claflin and Edward Clark.

The work which he did with this support was enormous for the ten years preceding his election as president. Streets were opened and graded, sewers built and inspected, the improvement of Riverside and Morningside parks and Manhattan Square was undertaken, and that portion of the city known as the West Side, extending from 59th to 145th streets, was put in a condition which insured its rapid growth on the revival of business.

The work now being done on Morningside Avenue—its fine roadway and parapet with it grand stairways and bays, are largely the result of Mr. Olmstead's labor and taste. He has been indefatigable in promoting all those improvements, and it is quite certain that to his aid and energy their completion is for the most part due.

It was in 1872 as Chairman of a Committee of the Association of the Bar of New York, known as "the Extortion Committee," that Mr. Olmstead commenced the agitation of reforming the method of transferring land.

In May, 1881, he delivered an address upon the subject before the West Side Association, bringing to notice for the first time on this continent, the Torren's system, which has since then received wide attention.

This was followed by much public agitation on the subject, and resulted in the passage of an Act in 1885 by the Legislature of the State of New York for the appointment of a commission to consider and report reforms. Governor Cleveland appointed five eminent lawyers on this commission, making Mr. Olmstead the Chairman. Of these five, Mr. Olmstead reported as the foundation of the reform, the adoption of small legal areas of search, with definite boundary, and recommended the use in the City of New York, of City Blocks for the purpose. He also recommended the adoption of other reforms, weaving the whole into a complete system which he advocated.

The other four commissioners, on the contrary, advocated the indexing by the arrears of individual ownerships, which is substantially the Torren's system, and disapproved of other reforms which Mr. Olmstead deemed essential.

After a long and fierce contest between the advocates, the respective systems, the Olmstead system of land transfers received the almost unanimous approval of the Legislature, and the bill prepared by Mr. Olmstead for the plan known as Block Indexing was made applicable to the City of New York. The new act has been in operation since the first of January last, and has proved a perfect success. This is the first time in modern history that public real estate records in a large city have been indexed under so small areas as City Blocks. It is admitted to

be a great reform, and if the other reforms which Mr. Olmstead recommends are ready to accompany it, it will be the most valuable work, both from a social and financial point of view ever accomplished by a single individual. It can readily be seen what advantage would accrue to the large cities of the United States, could their real estate be made,

DWIGHT HINCKLEY OLMSTEAD.

through such a reform, as convertible, and as available capital, as money.

A mere suggestion of these points is enough to show the importance of Mr. Olmstead's work in this direction. In every portion of this country the value of his opinions in connection with this subject is fully recognized.

Mr. Olmstead is a member of the State and City Bar Associations, the Union League and Colonial Clubs, and the New England Society, as well as one of the founders and vice-presidents of the Nineteenth Century Club.

He is the author of several important pamphlets and books, among the latter of which is one of considerable reputation entitled "The Protestant Faith, or Salvation by Belief."

He stands in the front rank of the representative men of New York City, distinguished for their character and ability, and for their valuable public services.

WALTER G. ELIOT.

Francis Ormond French.

FRANCIS ORMOND FRENCH, the well known banker, and some time president of the Harvard Club of New York, was born at Chester, New Hampshire, Sept. 12, 1837. He is tenth in descent from Edward French, one of the substantial founders of Ipswich, Massachusetts, 1636.

His father, Benjamin Brown French, was Clerk of the U. S. House of Representatives, 1845–7; Commissioner of Public Buildings under Lin-

coln; interested with S. F. B. Morse and Amos Kendall in the practical introduction of the electric telegraph in this country; and was president of first company organized to construct a line between Washington and New York City.

His mother was a daughter of Chief Justice W. M. Richardson of Chester, N. H.

Francis O. French passed his youth in Washington, D. C., fitted for College at Phillips Exeter Academy, entered the Sophomore Class at Harvard College in 1854 and was graduated in due course in 1857. He was a member of the "Institute of 1770," and delivered a poem before that Society; of the "Med. Fac." revived by members of his class; of Psi Upsilon and the Porcellian Club. He was Secretary of the Hasty Pudding Club and Class-poet; as a pupil of James Russell Lowell he had aspirations for a literary career, but took the degree of LL. B. in 1859 at Harvard. He was librarian one year at the Law School. Completing his law studies with Hon. Thomas Nelson, of New York, he was admitted to the bar in 1860.

In March 1861 he married Ellen, daughter of Hon. Amos Tuck of Exeter, N. H., and removed there to practice law. In September, 1862, he was appointed deputy naval officer of customs at Boston, and April, 1863, deputy collector of that port. He was frequently acting collector, and during the draft-riots of 1863 put the custom house and sub-treasury in condition to stand siege.

In April, 1865, he resigned to enter the banking firm of Sam'l A. Way, of Boston, later joining the firm of Foote & French, where he continued until October, 1870, when he removed to New York by invitation of Jay Cooke & Co., and Jay Cooke, McCulloch & Co. In the joint business of these firms he was interested. On the failure of Jay Cooke & Co. in 1873 he continued to represent the London firm, which did not suspend, but continued successively as McCulloch & Co. and Melville Evans & Co.

In February, 1874, he was one of a group who acquired control of the First National Bank of New York City, and was therein engaged in the several funding operations of the United States loans. His paper upon the payment of four per cent. in gold coin was adopted by Secretary Sherman, and circulated throughout Europe and United States during the negotiation of that loan.

In 1880 having disposed of his interest in the bank and retired from active business, and has since spent much time abroad. He was President of the Harvard Club of New York for two years, and is a trustee in Phillip's Exeter Academy. In 1888 he became and still remains President of Manhattan Trust Co. of New York.

JAMES E. HOMANS.

Greek Letter Fraternities—Full Recognition by the Faculties and Trustees of American Colleges claimed for them.*

CHAUNCEY B. RIPLEY, LL. D.

ALMA MATER AND ALUMNI—THEIR RECIPROCAL RELATIONS.

"*Quod enim munus reipublicae afferre majus, meliusve possumus, quam si docemus atque erudimus juventutem.*" CICERO, Div. ii., 2.

"*Emis a bonarum artium praeceptore rem inaestimabilem, studia liberalia et animi cultum.*" SENECA, De Ben., vi., 15.

Mr. President and others, Gentlemen of the Alumni of Bucknell:

I greet you on this the forty-first commencement anniversary, the most auspicious in the annals of our beloved institution. For four decades the faithful of Alma Mater, by converging routes, have made annual pilgrimage to this Mecca, in recognition of similar obligations and in devotion to a common cause. Year after year we have climbed this "Hill of Knowledge." Here in this temple of learning we have declared our gratitude and affection afresh and renewed our filial vows at the shrine of our cherishing mother.

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* Oration delivered by Chauncey B. Ripley, LL. D., of New York City, before the Alumni Association of Bucknell University, Commencement Hall, Lewisburg, Pennsylvania, June 23, 1891.

Twenty-seven years ago the Class of '64 was launched. Of that class I was a member, and at the time of its graduation. There existed then ties, which have existed ever since, and which I believe will never cease to exist while we live. There were class ties, said to be the strongest of all, except family ties; for, whom else do we know so well as our classmates in college. Other ties existed between us and fellow students who were not classmates. There existed ties between the class and the faculty. Before separating we dedicated on the campus a class tree, and around that tree then and there resolved to meet again at Lewisburg ten years hence. Ten years, at that time, seemed a long period, and we deemed the notice ample to secure a full attendance. We departed in different ways. The resoulution was not kept, and the proposed re-union did not take place in 1874. It cannot take place now. It never can; for, of a class of twelve, two have died. Many of us were here in 1867. Some of us are here again to-day.

There are many things I would like to say to you under my invitation to address the alumni of Bucknell. I would like to speak to you of the stronger tie than any to which I have already referred, the common tie that binds us all to Alma Mater. An old friend of mine, the late Hon. Henry Pierson, a graduate of Union College, a successful banker in Albany, and, at the time of his death, chancellor of the University of New York, once said in my hearing at an alumni banquet of his Alma Mater in the City of Albany: "I owe everything to old Union; all that I am, all that I possess. The Greek was hard, very hard, when I was a student there, but I have been fully compensated for the study I bestowed on it."

How many of us, brethren of the alumni, would it become to declare a sentiment akin to that of Chancellor Pierson? For one, it delights me to record here and now, in the most solemn manner, a declaration in effect the same. My good friend Rev. Dr. James F. Brown, late chancellor of this University, gave me, years ago, a letter of introduction to Dr. Loomis. In his absence the letter was delivered to Dr. Bliss, then Professor of Greek and Latin. I entered the University. Dr. Loomis, then President, to use a figure, was my father till I graduated and Dr. Bliss my first uncle; so kind were they. There is no discount on my love and esteem for those excellent men, nor my loyalty to Alma Mater. When our class dedicated the tree on the campus, passed the resolution to return in 1874, and started out into the world, we had little, if any thought of the service that alumni might render to Alma Mater, and the part we might be called upon to perform. To us, it seemed, if we had any thought on the subject, that we were to come and go, as visitors merely, finding good Dr. Loomis, Prof. Bliss and all the other members of the then faculty, with new classes only, for a change. Dr. Loomis and Dr. Bliss, though they still live—may they live forever—are not now here in harness, and the present faculty is all new. Dr. Harris, of a much later class than '64, is our now president, and a good one. Dr. Hill has had the chair Dr. Harris now fills. He covered himself with

glory here, and is in the chair of the late Dr. Martin B. Anderson at Rochester.

These distinguished two of Bucknell's alumni have returned here for purposes other than to observe the growth and development of class trees. Dr. Robert Lowry and Dr. Freeman Loomis may be added to the list of those of our alumni who have returned to Alma Mater as members of the faculty. Dr. T. A. K. Gessler, of our class, Dr. John Humpstone, Congressman Stahlnecker and a long list of others have gone out from this University and done indirect but effectual service for Alma Mater. The hope of a college is in its alumni. The glory of alumni is the glory of Alma Mater.

Daniel Webster secured a monopoly of practice in the United States Courts involving questions of constitutional law, after his triumph in that court in the great Dartmouth College case. The name of Dartmouth was immortalized in graduating Daniel Webster. Here the reciprocal relations of alumnus and Alma Mater are well illustrated.

Mr. President : I address you not only as an alumnus, but also as a trustee of Bucknell, representing, as you now do, the University in that capacity. I congratulate you and your associates as the advocates of a liberal policy in the administration of the trust you have in charge for Alma Mater. You are, I believe, disposed to keep abreast of the times, with other colleges and universities, within reasonable limits. To this end, you are erecting and equipping a gymnasium to promote the physical culture of the students. This is a step in the right direction. The doctrine of a sound mind in a sound body is as old as Horace. Athletic sports are the fashion, and every college must have its team.

The trustees and faculty are wisely pursuing a liberal policy respecting the Greek letter societies as well. Any other course would prejudice the university's interests. Such is the expressed judgment of distin guished educators and of many others whose opinions we are bound to respect.

The Greek letter societies are becoming more and more general and influential in American colleges. They have taken deep root in most of them, including the best, and their future growth is assured. The alumni of these societies keep alive the fraternal relations after graduation, and their clubs and club-houses are to be found in cities and large towns all over the country. In an able article written by Stephen Tyng Mather and published in the New York *Sun*,* Brother Mather gives a full history of all the alumni chapters and club houses in New York City. He shows that after holding banquets for many years previously the first club house was erected by Delta Psi in 1879 ; that the club is free from debt, having a present membership of 300 ; from that time many other fraternities followed the example, and that now Greek letter club life is a distinctive feature in New York society. Among the names of persons that appear in his article as principal officers of these clubs are given

* December 9, 1890.

Whitelaw Reid, Dr. Valentine Mott, Judge Hooper C. Van Vorst, Dr Willard Parker, Gen. Wager Swayne, Dr. Robert S. Mac Arthur, Frank Loomis, Dr. Lewis H. Sayre, Chauncey B. Ripley, Joseph H. Choate and Collector Joel B. Erhardt. Mr. Mather, who is an alumnus of the University of California, a journalist by profession, closes his interesting article in these words:

"The clubs have been of the greatest value to college graduates, who come to this town from other parts of the country to make a living. If they belong to one of the nine fraternities which have clubs here, the opportunity is given to them of becoming acquainted with the best men of the city. In the ordinary course of events it would take years to gain a social standing of the same value and desirability."

It is apparent from this able essay on the subject, showing the multiplication of these societies, their increase in membership, the erection by them of commodious and costly club-houses, that they are already a power in our American colleges, and able to exert an influence in all that concerns them.

Let, therefore, the faculties and other boards of control of Bucknell so consider these facts, and so deal with the students in respect to these societies as to promote, if possible, the best interests of the University.

President Eliot, of Harvard University, recently said:

"More than once, when some member of a fraternity has been careless in conduct or study, I have summoned senior members of his chapter, discussed the matter confidentially with them, dwelt upou the injury the man was doing to his fraternity, and insisted that it must reform him or remove him. This expedient has often succeeded when all others have failed. The older members of various fraternities have frequently thus devoted themselves to the younger in a way which would do honor to a brother laboring for a brother."*

At Cornell the professors, members of these fraternities, attend the meetings, participating in all their privileges and duties. It is so, too, in the University of the City of New York, and likewise at Wesleyan University.

The late Dr. Martin B. Anderson, at the University of Rochester, once referred in chapel exercises to the clubs of the students as being a pleasure to them and harmless to the faculty. He also made use of them in the same way that Dr. Eliot of Harvard did, in aid of discipline.

Many of our own alumni, those distinguished and of every profession, were, while in college, active members of these Greek letter societies, and remain active and zealous still in the alumni chapters and otherwise. Among them are Rev. O. P. Eaches, D. D., a loyal Phi Kappa Psi. I have in my possession a letter of recent date written by Dr. Eaches in furtherance of Bucknell's interests, in which he suggests the establishment of a chapter of the Phi Beta Kappa society. He says: "It will vastly help Bucknell if it can secure a branch of the Phi Beta Kappa Society."

* *The Forum*, May, 1881.

Rev. Robert Lowry, D. D., is a member of the same society with Dr. Eaches, and continues active as an alumnus, having held for two years the National office of President of the Executive Council.

Active among the alumni of Sigma Chi in New York are our President, Brother Alfred Taylor, who is Vice-Consul in our National Council; Rev. Dr. T. A. K. Gessler, member of the executive committee of the New York Club, Congressman Stahlnecker, and others of distinction. Phi Gamma Delta has also a roll of distinguished alumni; Rev. F. H. Cooper, Prof. Lincoln Hulley, Rev. F. M. Goodchild. In the fraternity at large, Hon. C. L. Pershing, J. C. Ridpath, the historian, Maurice Thompson, and Gen. Lew Wallace.

I attach much importance to this interest, for many reasons, among others because, like athletics, the fraternities are popular. Not only the letter of Dr. Eaches, but, as well, consultation with others of our alumni satisfies me that we must not ignore nor allow ourselves to be indifferent to the subject.

When the fact exists and is recognized by all that the best men among college graduates of every profession and calling are members of Greek letter societies, as a rule, it is easy to arrive at the conclusion that the boys of our preparatory schools are not likely to matriculate in a college where there are no secret societies, but only "*oudens.*"

Besides, when these young men go out from college into the world, they miss, often, the social and business opportunities which Greek letter men, as such, enjoy.

A suggestion has been made which meets with much favor; it is this: to form a grand union of all these Greek letter fraternities, for the purpose of promoting friendly relations and social interests. The development of such a plan would add to the present advantages of membership, and probably prove a benefit to all concerned.

In 1890 our fraternity published a volume of 700 pages, called the "Catalogue and History of Sigma Chi." In it appears a list of fifty-nine organized chapters, to which a chapter in Cornell was added during the present year, there being now sixty chapters in all. The membership in 1890 was 3,826, and is now, say, in round numbers, 4,000. Sixty chapters means, of course, representation in sixty colleges, universities or other similar seats of learning. This is an army of literary men, a brotherhood of wonderful growth for a period of thirty-five years, our first chapter having been established in 1855. Add to this the membership of the fraternities to which our sister societies at Bucknell belong—Phi Kappa Psi and Phi Gamma Delta—and consider, moreover, all that is implied in the establishment of alumni chapters, the erection of club houses, the prospect of a union of all such college fraternities in one confederation, and then tell me whether or not the interest of which I speak chiefly to you to-night is an important one to us, the alumni of Bucknell, and the university that graduated us.

We have an enthusiastic club of Sigma Chi Alumni in New York with a roll of sixty members already. Our banquets have been well

attended and a club-house, or permanent home, is under serious consideration.

Sigma Chi Club of New York hopes soon to see alumni of sister societies, Phi Kappa Psi and Phi Gamma Delta, organized in that great city in the common interest of Greek letter fraternities and of Alma Mater.

Brethren of the Alumni Association: I predict a great future for Bucknell University. Everything is favorable to its development and prosperity. Its location is central, in a State vast in territory, resources and population. It has reached maturity of age, having received its charter well nigh half a century ago. It is under the special patronage of a large and influential religious denomination. It has an able faculty whose chief has entered upon his work in dead earnest. We of the alumni are with him. We want his own success and the glory of Alma Mater accomplished.

Find something for our hands to do, and we will do it. We would have no stone left unturned, no opportunities wasted. We record here to-night, in the most formal and deliberate manner, our fealty to Bucknell. We claim everything. We expect everything. We would have Bucknell a University in fact, as it is in name, with all the departments contemplated in its charter fully established. Crozer must sooner or later restore to us the Theological Department, or, what is better, come here with its entire faculty and all its classes. A department of law should be added, with schools of Medicine and Pedagogy. Pennsylvania beats the world in coal, in oil and in railroads. It ought to build up and support a university second to none in the United States. Lewisburg ought to be the location of it, and Bucknell its name. It can be done, and I believe it will be. Give the Greek letter boys a chance. Next to the patron denomination they constitute the largest crowd interested. They are now filling high places in the councils of their fraternities. They are filling high places in pulpits, at the bar, in the medical profession, in the professions of pedagogy and journalism, in the halls of legislation, and in the mercantile world everywhere.

As a tribute to those who educated and trained them and to whom they owe in the largest degree their success, the faculties of noble men past and present of this university, and as indicating the relations alumni sustain to such faculties, I quote golden words spoken two thousand years ago by philosophers, statesmen and scholars, words of superlative wisdom aud universal in application: "What greater or better service can we possibly render to the republic," exclaims Cicero, "than to give instruction and mental training to her youth!"*

Addressing the youth of Rome, Seneca declares: "You receive from your instructor in the higher arts that which is inestimable—liberal studies and culture of the mind."†

CHAUNCEY B. RIPLEY.

* CICERO, *De Divinatione*, ii, 2.

† SENECA *De Beneficiis*, vi, 15.

Book Reviews.

The Odyssey of Homer, by Prof. Geo. H. Palmer, of Harvard, Houghton, Mifflin & Co., Boston, is a volume for the home library table, giving a charming translation of the thoughts of Homer in simple form of expression, true to the Greek original, while causing the reader to forget the existence of the original and the translator. This was the aim of the author. He has accomplished it.

Studies in Nature and Language Lessons, by Prof. T. Berry Smith, of Central College, Fayette, Mo., D. C. Heath & Co., Boston; a sort of copy-book, of 120 pp., with a lot of printed questions about animals and objects in nature, familiar to everyone, printed opposite blank pp. on which to write the answers. The object is to cultivate the power of expression and explanation, whether in child or adult.

Few people can quickly answer, "What is fire, air, cloud." This clever publication will soon teach them.

The Handbook of Amherst, by Frederick H. Hitchcock, Amherst, Mass. Published by the author, 1891. This is a complete and interesting treatment of the college and its environs, and worthy of the attention of Amherst men.

"Historic Amherst" is very instructive to all, while "Amherst of the Present," and "Amherst College" give a good general idea of the life and methods of that venerable institution. The book is well illustrated and would form a desirable addition to the library of any college man. We hope Mr. Hitchcock's example will be followed, and that we shall see more such handbooks of American colleges.

Wharton School Studies in Politics and Economy. Published by Univ. of Penn., Phila., 1891. The graduating class of the Wharton School of Finance and Economy has given a most interesting and masterly series of essays, which reflect great credit on their instructor, Prof. S. V. Patten.

A few of the best treated subjects are: the steel industry, the carpet industry, the sugar industry, the United States merchant marine. We think the book a departure in the right direction, and would recommend it to the attention of our readers.

The Historic Schools of Painting, by D. L. Hoyt, Instructor in the Massachusetts, Normal Art School, surveys the whole field of art, from Apelles to Burne-Jones, in less than 200 pages. The author has boiled down the subject to a sediment of fact, giving names, obtrusive characteristics, and memorable paintings or the world's greatest artists. The preface announces that the "little book is designed for the use of such students as have no time to undertake the study of voluminous standard works."

Perhaps the tantalizing incompleteness of this manual will urge to fuller study. Mr. Hoyt has shown much talent in infusing some warmth and enthusiasm for his subject into the limits of what can be little more than a catalogue. W. H. C.

The Authority of the Church: six Lenten lectures, by Rev. Morgan Dix, S. T. D., D. C. L. New York, E. & J. B. Young, 1891.

In course of a work of 130 pages, Dr. Dix has made a most trenchant apology for the claims of the Episcopal communion, as the only possible or rightful centre for re-united Christendom.

We regret that we have not more room to review his work, but titles of a few of the lectures will serve the end: "Ecclesia Doceus," "Apostolic Succession," "Outlook for Christian Unity," J. E. H.

Books Received.

Plato Georgias, by Gonzalez Lodge, of Bryn Mawr College. Ginn & Co.

Livy, by J. B. Greenough. Ginn & Co. Vol. I. & II.

Harvard Studies in Classical Philology, Vol. II. Ginn & Co.

Der Fluch der Schönheit, by Calvin Thomas. D. C. Heath & Co.

Höher als die Kirche, by S. W. Clary. Same.

Der Geisterscher, by Ed. S. Joynes. Same.

Das Haiderdorf, by Otto Heller. Same.

Mlle. de la Seigliere, by F. M. Warren. Same.

Colomba, by J. A. Fontaine. Same.

La Canne de Jonc, by V. J. T. Spiero. Same.

Immensee, by Dr. Wm. Bernhardt. Same.

French by Reading, by Louise S. and Mary Houghton. Same.

Higher Algebra, by G. A. Wentworth. Ginn & Co.

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Jackson, Frank..... .. ..H., '71—July 6, 1887—Boston—A. B.—D. K. E., A. D.

James, George Abbott....H., '63—Oct. 11, 1881—Boston—A. B.

Jay, Augustus.....H., '71—June 1, 1887—Paris—A. B., LL. B. (Col., '76).

Jenkins, George W.....Y., '70—Apr. 5, 1883—Morristown, N. J.—A. B.—A. D. Phi.

Jerome, John L.....Ham., '73—Nov. 6, 1889—A. B.—Sigma Phi.

Jewett, Josiah.....Y., '63—June 2, 1886—Morristown, N. J.—A. B.

Johnston, John.....Aberdeen, '55—July 2, 1884—Milwaukee, Wis.—A. M.

Jones, Frederick Prince...H., '73—Apr. 7, 1880—Duluth, Minn.—A. B.—D. K. E.

K.

Kean, John, Jr.....C.,'75—May 10, 1879—Elizabeth, N.J.—LL. B.

Keep, William B.....Oct. 8, 1885—Chicago, Ill.

Kelly, Robert W.....Y., '74—Mar. 1, 1882—Litchfield, Conn.—A. B.—Psi U., Scroll & Key.

Kelly, William.....Y., '74, and C., '77—June 13, 1879—Riddlesburgh, Pa.—A. B., E. M.—Psi U., Scroll & Key.

Kent, James.....C.,'76—May 10, 1879—Fishkill, N. Y.—LL. B.

Kent, Linden..... ....Feb. 2, 1887—Washington, D. C.

Ketchum, Landon .....Y., '65—Feb. 3, 1886—Saugatuck, Conn.—A. B.

Keyser, William S.....Y., '80—May 6, 1885—Pensacola, Fla.—A. B.—Psi U.—Wolf's Head.

King, Henry B.....Oriel Coll., Oxford—July 13, 1881—Sandhills, Augusta, Ga.—A. B., A. M.

King, John L.....H., '71—Nov. 12, 1880—Syracuse—M. A.—D. K. E., H. P., A. D. Club.

King, Ralph T.....B., '78—Oct. 6, 1887—Cleveland, O.—A. B.—A. D. Phi.

Kingsbury, Frederick J...Y., '46—May 10, 1879—Waterbury, Conn.—A. B., A. M.—A. D. Phi.

Kissam, Edward V. B.....T. '69—June 13, 1879—Brooklyn, N. Y.—A. B.—Psi U.

Krewson, Edmund F.....Oct. 12, 1881.

L.

Lambert, Alexander.....Y., '84—Mar. 7, 1888—2 E. 37th St., New York—A. B., M. D.—K. K. E.—Skull & Bones.

Lane, Gardiner M.....H., '81—Oct. 5, 1887—Cambridge, Mass.—A. B.—D.K.E, A. D. Phi.

Lansing, Abraham.....W., '55—June 3, 1885—Albany, N. Y.—A. B.

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Lawrence, Robert B.....C., '74—May 10, 1879—35 Wall St.—LL. B., '78.

Lawton, Alexander R.....W. P., '39—May 1, 1889—Savannah, Ga.—A. M., LL. B., LL. B. (H. '42).

Lawton, Alexander R., Jr.U. of Ga., 77—Dec. 3, 1884—Savannah, Ga.—A. B.—Southern K. A.

Leavitt, Heyward G. ....H., '82—Nov. 2, 1887—44 B'way, N. Y.—A. D.

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Lewis, Francis D.....A. '69—Aug. 7, 1879—Philadelphia—A. B., LL. B. (H., '71)—A. D. Phi

Linderman, Robert P.....Lehigh,'84—Feb. 1, 1888—S. Bethlehem, Pa.—Ph. B.—S. Phi.

Lothrop, Thornton K.....H., '49—Jan. 16, 1880—Boston—A. B.—A D. Phi, A. D.

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McCormick, Roberts.....Apr. 7, 1886—Chicago, Ill.—A B.

McKeen, James.....Bowd., '64—May 10, 1879—32 Nassau St., N. Y.—A. B., A. M.—Phi B. K.

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CONTENTS.

PAGE.

Register of American Colleges 802
College Announcements 806
The Place of Scientific and Technical Schools 823
Pres. Francis A. Walker, Ph. D., LL. D.
The National Gallery of History and Art 828
James E. Homans, A. B.—Harvard, '89.
Physical Education 833
Edward Hitchcock, M. A., M. D.—Amherst, '78.
Cassandra 836
Henry B. Hinckley.—Yale.
Dependence: The Secret of a True Life 837
The Rt. Rev. Henry C. Potter, D. D., LL. D.
Historic Princeton 843
Alonzo Church.—Princeton.
Fact, Fancy and Fiction at Vassar 847
Edith C. Banfield, A. B.—Vassar, '91.
Columbia 854
Ruford Franklin, A. M., LL. B.—Columbia, '86.
Visions of the Past 862
Jos. S. Rogers.—Georgetown College.

PAGE.

The American Society for the Extension of University Teaching 863
Francis Churchill Williams.—U. of Penn.
The College Man in the Walks of Finance 867
Harmon H. Hart.—N. Y. U. '70.
Affiliations of Members of the University Club 870
Undergraduate Witticisms 871
Peripatetic 873
Bryn Mawr College—**Estelle Reid**—Bryn Mawr 880
James W. Alexander—**Hugh L. Cole** P. '59 882
Austin Abbott, LL. D., N. Y. U. '51 885
Chauncey B. Ripley, LL.D.—Back 887
Col. Thomas Stokes, N. Y. U. '64 888
Franklin Bartlett, Ph. D., H. '69 888
Herbert Leslie Terrell, Y. '63 889
Henry Fairfield Osborn, Sc. D., P. '77 891
William Stanley, Y. '52 892
J. Cleveland Cady, Trin. '60 894
Arthur T. Hendricks, N. Y. U., '60 896
Edmund Coffin, Jr., LL. B., Y. '66 897
Eminent Graduates of Princeton 899
Book Reviews 901

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Leslie Waggener, LL. D., Pres.

1882—Roger Williams University, Nashville, Tenn.
Rev. Alfred Owen, D. D., Pres.

1883—San Joaquin Valley College, Woodbridge, Cal.
Darius A. Mobley, D. D., Pres.

1883—University of North Dakota, Grand Forks, Dak.
Homer B. Sprague, Ph. D., Pres.

1883—Little Rock University, Little Rock, Ark.
Rev. Alfred Noon, A. M., Pres.

1883—Pierre University, East Pierre, Dak.
Rev. Wm. M. Blackburn, A. M., D. D., Pres.

1883—Philander Smith College, Little Rock, Ark.
Thomas Mason, A. M., Pres.

1883—Nebraska Wesleyan University, York, Neb.
Rev. C. F. Creighton, D. D., Chancellor.

1883—University of South Dakota, Vermillion, S. Dak.
Howard B. Grose, A. M., Pres.

1884—Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

1884—College of Montana, Deer Lodge, Mont.
Rev. J. D. McMillan, D. D., Pres.

1884—Tulane University, New Orleans, La.
William Preston Johnson, LL. D., Pres.

1885—Nebraska Central College, Central City, Neb.
Rev. Horace, A. Crane, A. M., Pres.

1885—Kansas Wesleyan University, Salina, Kan.
Aaron Schuyler, A. M., LL. D., Pres.

1885—Rollins College, Winter Park, Fla.
Rev. E. P. Hooker, A. M., D. D., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1890—Keuka College, Penn Yan, N. Y.
Rev. Geo. H. Ball, Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

1890—Clark University, Worcester, Mass.
G. Stanley Hall, Ph. D., LL. D., Pres.

Harvard University,

Cambridge, Mass.

DEPARTMENTS.

The Graduate School, Harvard College, the Lawrence Scientific School under the control of and enjoying the instruction offered by the Faculty of Arts and Sciences.

Schools of Divinity, Law, Medicine, Dental Medicine, Veterinary Medicine, Agriculture and Horticulture, each under the coutrol of a separate faculty.

Summer Schools in Science, Languages, Medicine, and Bodily culture.

The scientific establishments including the Chemical Laboratory, the Jefferson Physical Laboratory; the laboratories of Botany, Zoölogy, Palæontology, Geology, Geography, Petrography, Mineralogy, Archaeology and Psychology; the Astronomical Observatory; the Arnold Arboretum; the Botanic Garden and Herbaria; and the Museums, including the Museum of Comparative Zoölogy, the University Museum, the Peabody Museum of Archaelogy, the Semitic Museum and the Museums of the professional schools.

The University Library, the University Chapel and the Athletic Buildings and Grounds.

NUMBERS IN 1891.

The total number of officers of instruction and government is 329, of whom 242 are teachers.

The total number of students is 2550, divided among the departments as follows: Arts and Sciences, 1552, Professional Schools, 719, Summer Schools, 279.

The total number of volumes in the University Library is 376,200 and the number of unbound pamphlets approximately equal.

The expenditures of the University for the year ending July 31, 1890, apart from new buildings, were $816,623.45.

INSTRUCTION OFFERED IN 1891.

By the Faculty of Arts and Sciences 219½ courses [each occupying three hours a week throughout the academic year] as follows:

Semitic (12 courses), Sanskrit and Zend (4), Classics (30), Modern Languages and Literatures (50), Philosophy (15½), Political Economy, History and Roman Law (25), Fine Arts and Music (7½), Mathematics and Engineering (28½), Physics (12), Chemistry (15), Natural History (20).

By the Summer School 55 courses, as follows: Chemistry (4), Botany (1), Geology (3) Physics (2), Field Engineering (2), German (2), French (1), Bodily Training (3), Medicine (37).

By the Divinity Faculty 27 courses as follows: Old Testament (8), New Testament (7), Church History (3), Comparative Religion (1), Ethics (1), Theology (3), Homiletics and Pastoral Care (3), Elocution (1).

By the Law Faculty 21 courses including the following subjects: Contracts (2), Criminal Law and Procedure, Property (3), Torts, Civil Procedure, Agency, Bills of Exchange and Promissory Notes, Evidence, Jurisdiction and Procedure in Equity (2), Sales, Trusts, Constitutional Law, Corporations, Partnership, Suretyship and Mortgage, Damages, Massachusetts Practice.

By the Medical Faculty 88 courses, including in the advanced instruction courses in the Diseases of children, Mental Diseases, Diseases of the Nervous System, Legal Medicine, Orthopedic Surgery, Opthalmoscopy and Bacteriology, &c.

By the Dental Faculty courses in Dental Therapeutics and Materia Medica, Operative and Mechanical Dentistry, Oral Anatomy and Pathology, Othodontia, and the Mechanical Treatment of Cleft Palates, &c.

By the Veterinary Faculty 26 courses.

By the Faculty of the Bussey Institution courses in Agriculture, Horticulture, Botany, Entomology, and Agricultural Chemistry

PECUNIARY AIDS, 1891.

Graduate School.	Fellowships	$12,200
" "	Scholarships	7,750
" "	Prizes	1,225*
Harvard College.	Scholarships	21 495
" "	Beneficiary Funds	17,600
" "	Loan Funds	3,248
" "	Prizes	1,055
Lawrence Scientific School.	Scholarships	1,800
Divinity School.	Scholarships	1,385
" "	Beneficiary Funds	685
" "	Hopkins Fund	2,100
" "	Williams Fund	4,000
" "	Williams Fellowships	1,000
Law School.	Scholarships	1,500
" "	Prizes	100
" "	Foster Fund	150†
Medical School.	Scholarships	1,500
" "	Foster Fund	[150]†
" "	Prizes	375
		$79,168

* Many prizes open to graduate students are also open to students in other departments.

† The income of the Foster Fund is available in the Law and Medical Schools in alternate years.

EXAMINATIONS FOR ADMISSION.

Examinations for admission to Harvard College, the Lawrence Scientific School, the Law School and the Medical School will be held on June 23, 25, 26 and 27, in the following places: Cambridge, Quincy, Andover, Groton, Southborough and Worcester, Mass.; Exeter and Concord, N. H.; New York, Albany and Buffalo, N. Y.; Philadelphia, Cincinnati, Cleveland, Chicago, St. Louis, Minneapolis, Denver, San Francisco, Portland, Oregon; Göttingen, Germany, and Tokio, Japan.

Examinations will also be held in Cambridge on September 24, 25, 26 and 28.

ADMISSION WITHOUT EXAMINATION.

A student may be admitted to Harvard University without examination (1) as a special student, on filing satisfactory certificate of character and scholarship; (2) as a candidate for the degree of A. B. or S. B., on presenting testimonials of scholarship and character and filing satisfactory certificates of high standing in an upper class of another College or Scientific School, or of graduation therefrom; (3) as a member of the Graduate School, or of a Professional School, on filing satisfactory evidence of graduation from a College or Scientific School of recognized standing, or of the completion of a course of study equivalent to that ordinarily required for the attainment of the first degree.

FRANK BOLLES, LL. B., *Secretary.* CHAS. W. ELIOT, LL. D., *President.*

Yale University,

New Haven, Conn.

COURSES OF GRADUATE INSTRUCTION: Graduates of this and other Colleges and Universities and (in exceptional cases, by special provision), other persons of liberal education, who are not less than eighteen years old, are received as students in these courses, with or without reference to the obtainment of a degree.

THE DEGREE OF DOCTOR OF PHILOSOPHY is conferred upon those who, after having taken a Bachelor's degree (implying a course of undergraduate study equivalent to that pursued in the Academical Department), and having studied in this Department not less than two years, shall have passed a satisfactory final examination and presented a thesis giving evidence of high attainment in the branches of knowlege pursued. The degree is not given, upon examination, to those whose studies are pursued elsewhere. The requirements for a degree in many cases exact of the student more than two years of labor; especially when the course of undergraduate study has been less than four years.

THE DEGREE OF MASTER OF ARTS is conferred on Bachelors of Arts of Yale College or of other Colleges, of two years' standing or upwards, who have given to the Faculty of the Academical Department evidence of having made satisfactory progress in liberal studies after receiving their first degree. Such evidence may be furnished by one year's systematic study (not professional) in New Haven, under the direction of the Academical Faculty, followed by an examination. Graduates of other colleges can obtain the degree only by residence as thus described.

THE DEGREES OF CIVIL ENGINEER AND MECHANICAL (or DYNAMICAL) ENGINEER are conferred on Bachelors of Philosophy who have taken the first degree in Engineering study, and who pursue a higher course under the direction of the Governing Board of the Sheffield Scientific School, for at least two years, sustaining a final examination, and giving evidence of their ability to design important construction and to make the requisite drawings and calculations.

YALE COLLEGE (ACADEMICAL DEPARTMENT).

REQUIREMENTS FOR ADMISSION.—(See December Number of the UNIVERSITY MAGAZINE.)

Candidates are allowed to divide the examination, with an interval of not less than a year between the two parts. In such cases, they must present themselves at one of the two regular examinations, that is, either in June or September, of the first year; and at this preliminary examination each candidate must submit a definite statement from his principal instructor of the subjects which he is authorized to offer. No candidate will be allowed to offer French, German, Geometry, the translation at sight of prose Latin, or prose Greek, at a preliminary examination; and at the close of such an examination, no certificate of partial admission will be furnished, unless at least six subjects have been satisfactorily passed.

THE REGULAR EXAMINATION FOR ADMISSION to College is held at Alumni Hall, New Haven, on the 25th, 26th and 27th of June, 1891.

A second examination is held in New Haven at the beginning of the College year, in September.

SHEFFIELD SCIENTIFIC SCHOOL.—For admission to the Freshman Class the student must pass a thorough examination in the following subjects—(See December Number of the UNIVERSITY MAGAZINE).

SCHOOL OF THE FINE ARTS.—The School aims to provide thorough technical instruction in the Arts of Design, viz: Drawing, Painting, Sculpture, Architecture, and Copperplate Etching; and to afford a knowledge of such branches of learning as relate to the Philosophy, History, and Criticism of Art. As a professional School of Art it aims to furnish a thorough course of study in the practice of the studios; and as a department of the University it aims to provide instruction in Art as a constituent part of the scheme of general culture. These departments, of Practice and Criticism, may be regarded as distinct or correlative.

THE DIVINITY SCHOOL.—The annual term of study, commencing on Thursday, September 24, 1891, will continue until the third Wednesday in May, 1892, when the Anniversary and the Annual Meeting of the Alumni will be held. The School is open, on equal terms, to students of every Christian denomination. Blank forms of application may be obtained by addressing the Dean of the Faculty, Professor George E. Day, or any of the other Professors. The conditions of admissions are membership in some evangelical Church, or other satisfactory evidence of Christian character, and a liberal education at some College or University, or in exceptional cases, an equivalent preparation for theological studies.

YALE MEDICAL SCHOOL.—In this School as at present organized, the inherent defects in the older and still common method of instructing chiefly by didactic lectures are recognized, and the methods employed are similar to those in vogue in the other Deprrtments of the University, Didactic lectures are still employed as best in some branches, but recitations from assigned reading, with explanatory lectures, laboratory work, and personal instruction in the clinics, constitute the main portion of the curriculum. The School has well equipped laboratories for the study of anatomy, histology, chemistry, physiology, and pathology, and the student spends much of his time in them during the first two years. In the second year he begins the practical branches of medicine, to which he devotes the third year. While the attention of the student is particularly directed to those banches which can be studied to advantage only in a well equipped medical school, the value of clinical instruction is fully appreciated, and amply provided for.

YALE LAW SCHOOL.—The undergraduate course is mainly devoted to the practical side of legal education, but also gives some introduction to the general ideas and sources of jurisprudence. In the graduate course, the studies are so arranged that those of the first year have no necessary connection with those of the next, and can therefore be profitably pursued by themselves when the student has no time to devote to a more extended education. The first year is mainly occupied with further instruction in practical topics begun in the undergraduate course, such as Corporations, Railroad Law, Patents, Code Pleading, and Practice in the United States Coutrs. The second year is mainly devoted to studies of a more scientific and philosophical character, such as General and Comparative Jurisprudence, Legislation and Government, Roman Law, the French Codes, and Private International Law. It is believed that the studies of the undergraduate course, and those of the first year of the graduate course cover all the topics which it is desirable for the ordinary law student to examine before admission to the Bar; and the fourth year (in which the degree of Doctor of Civil Law is awarded) is recommended only to those who desire to fit themselves to be something more than practicing lawyers.

The whole number of volumes in the several libraries of the University is over 200,000.

F. B. DEXTER, A.M., Sec. TIMOTHY DWIGHT, D.D., LL.D., Pres.

Princeton University,

Princeton, New Jersey.

Requirements for Admission.—Academic Department.

ALL entering students on their arrival must report at the President's house and register. Examinations for admission will be written, with supplementary oral examinations if needed. The first examination will commence in Princeton, on Thursday, June 12th, at 11 A. M., and continue through the afternoon of Friday. The second will commence on Tuesday, September 16th, at 11 A. M., and continue through the afternoon of Wednesday. Applicants who have any conditions or other deficiencies from the June examination are required to remove them at this time. *Attendance is required at the beginning of the examinations.*

Simultaneously with the June entrance examinations in Princeton, examinations will also be held in the cities of New York, Philadelphia, Pittsburgh, Cincinnati, Louisville, Chicago, St. Louis, Omaha, Denver, San Francisco, and at preparatory schools and other cities when necessary. The precise places in which the examinations are to be held can be learned by application to the President. Due notice of these examinations will also be published in leading local newspapers for several weeks in advance.

Examinations at other times and places than those specified are inconvenient and often impracticable, and applicants for examination at other than the regular days are required to pay $10 into the treasury.

Candidates for admission to the Freshman class are examined in the following books and subjects. It is recommended that the candidates be prepared for examination on the requirements as specified; but equivalents will be accepted.

ENGLISH GRAMMAR.—Whitney, or equivalent; Modern English History (1558–1880)—Gardiner, Anderson or equivalent; U. S. History—Johnston, Scott, or equivalent.

The writing of a short essay may be required as a part of the examination; the theme for the essay of 1890 will be based on the life and writings of Prescott or of Bayard Taylor.

The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements.

Candidates for admission to the next Freshman Class, Academic or Scientific, in 1890, will not be required to pass examination in Modern English History; and those applying for the same class, Academic Department, will not have to be prepared on the whole of Plane Geometry, but only on two books of Euclid, or an equivalent.

LATIN GRAMMAR; especially the inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs, and structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive; so much prosody as relates to accent, quantity, versification in general, and dactylic hexameter. Cæsar (five books of the Commentaries); Sallust (Catiline or Jugurtha); Virgil (six books of the Æneid); Cicero's Select Orations (six); Arnold's Latin Prose Composition (twelve chapters), or Jones' Exercises in Latin Prose; Geography of Ancient Italy.

GREEK GRAMMAR, including prosody; Xenophon (four books of the Anabasis), or Greek Reader (Goodwin's), 111 pages; Homer (the first two books of the Iliad, except the Catalogue of Ships); Greek Composition (Jones' Exercises in Greek Prose, or an equivalent —writing with the accents required); Geography of Ancient Greece and Asia Minor. Goodwin's Grammar is preferred. Special stress is laid upon a thorough knowledge of the noun and verb inflections. Candidates will do well to read an additional book of the Iliad, where

this can be done without sacrifice of thoroughness in the formal requisitions. Some experience in giving written answers to set questions is advantageous.

The Continental pronunciation of the vowels and diphthongs is preferred in both Latin and Greek.

ARITHMETIC, including the Metric system; Algebra, through quadratic equations involving two unknown quantities—including radicals, and fractional and negative exponents; Plane Geometry.

At the examinations in June and September, candidates intending to enter the Freshman class one year later are admitted, on request, to examination on a portion of the subjects required for entrance. Unless in exceptional cases, either two of the four general subjects, English, Mathematics, Latin, Greek, must be offered entire; or such parts of at least three subjects as are here prescribed, viz.: in *English*, Grammar and either U. S. History or Modern English History; in *Mathematics*, Arithmetic, with the Metric system, and either Algebra or Plane Geometry; in *Latin*, the full amount in Cæsar and one other author, with Grammar; in *Greek*, three books of the Anabasis, with Grammar.

Immediately after the opening of the College the entering students meet, according to announcement, for the registration of their names and subscription to the following pledge, required by the Board of Trustees:

We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other college so long as we are members of the College of New Jersey; it being understood that this promise has no reference to the American Whig and Cliosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.

SCHOOL OF SCIENCE.—This institution is a department of the College of New Jersey, founded in 1873 upon an endowment by Mr. John C. Green.

Candidates for admission to the Freshman class must be at least sixteen years of age. They will be examined in the following books and subjects:

ENGLISH: Grammar—Whitney, or equivalent; U. S. History—Johnston, or equivalent; Modern English History—Gardiner, or equivalent; Essay—the theme for 1890 will be based on the life of Prescott or of Sir Isaac Newton. The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements. MATHEMATICS: Arithmetic entire, including the Metric system, a practical knowledge of which is indispensable; Algebra, through quadratic equations including two unknown quantities, including evolution, radicals, theory of exponents; Geometry—Plane Geometry entire (five books of Wentworth's or Chauvenet's Geometry, or their equivalent). PHYSICAL GEOGRAPHY: The elements, as contained in Guyot's Grammar-School Geography.

MODERN LANGUAGES: Either FRENCH or GERMAN at the option of the candidate. In either language the examination will be upon the general principles of Grammar [French, Otto, pp. 28–201, or Whitney, pp. 27–202; German, Whitney, pp. 23–153 and 278–284; or Brandt, pp. 6–154; or Otto, Part I.; or Joynes-Meissner, pp. 19–177; or Huss, pp. 9–101 of the Theoretical Part,] and the ability to translate easy prose, such as, in French, the first fifty pages of *Lamartine's* Graziella, or of *G. Sand's* La Mare au Diable, or *Erckmann-Chatrian's* Le Conscrit, or *Lacombe's* Petite Histoire du Peuple Francais; or in German, either *Storm's* Immensee, or *Grimm's* Màrchen (Otis' edition, pp. 61–109), or *Boisen's* German Prose (pp. 3–51).

It is recommended that all candidates should receive instruction in free-hand drawing before their entrance.

President, FRANCIS LANDEY PATTON, D.D., LL.D.
Registrar, HENRY N. VAN DYKE, Princeton, N. J.

Massachusetts Institute of Technology.

Course in Mechanical Engineering.

The instruction for regular students in Mechanical Engineering extends through four years, and leads to the degree of Bachelor of Science. The more strictly professional work of the course may be classified as follows: Mathematics, physics, and applied mechanics, given outside of the department; the last including the study of and practice in testing, the strength of materials.

Recitation-room work of the department proper begins with a study of mechanism, the construction of gear-teeth, etc., and is continued by courses on machine tools and cotton machinery. Courses are given on valve-gears, thermo-dynamics, theory of the steam engine, and on steam boilers. The fourth year instruction includes applied dynamics, machine design, steam engineering, hydraulics, and hydraulic motors. The option is given of courses in locomotive construction, mill engineering, or marine engineering. Also there is given a course in naval architecture extending through the year.

Drawing-room work. The students in the second year make working-drawings from measurements, and the drawings necessary in connection with the course in mechanism and gear construction. In the third year they make detail and assembly drawings from machinery, and this is followed by mechanism designs and boiler drawings.

Shop work includes carpentry, pattern-making, forging, chipping, filing, and machine-tool work.

Engineering laboratory work. This begins with drill in steam-engine tests in the second term of the third year, and is continued throughout the fourth year, including tests of boilers, pumps, power, etc., and a large amount of investigation.

THE ENGINEERING LABORATORIES.—The objects to be accomplished by these laboratories are the following: First, to give the students practice in such experimental work as they are called upon to perform in the pursuit of their profession; Second, to give the students some experience in carrying on original investigations in engineering subjects with such care and accuracy as to render the results of real value to the engineering community; Third, by publishing, from time to time, the results of such investigations, to add gradually to the commou stock of knowledge. These laboratories are situated in the Engineering Building, where they occupy the two lower floors, 50x150 feet each, and are well equipped with apparatus of a variety of kinds.

The Laboratory of Applied Mechanics contains a good supply of apparatus for testing the strength of materials subjected to tensile, compressive, transverse, and torsional stresses.

The Hydraulic Laboratory contains a supply of apparatus for hydraulic experiments of various kinds under different heads, up to 80 feet.

The Steam Laboratory contains a large amount of apparatus for making steam experiments of all sorts, among which may be mentioned a triple expansion engine, with cylinders of 9 inches, 16 inches, and 24 inches diameter respectively, and 30 inches stroke, arranged in such a way as to be run single, compound, or triple. It is connected with a surface condenser and all the other apparatus necessary to adapt it to the purposes of accurate experiment.

FRANCIS A. WALKER, Ph. D., LL. D., Pres.

The University of the City of New York

comprises faculties of Arts and Science, of Medicine and of Law, the professors of each being elected by the University Council, which is the corporation. The University Corporation is in alliance with the Union Theological Seminary, conferring, on certain conditions, the degrees of B. D. and D. D. upon the graduates of the latter.

I.—THE FACULTY OF ARTS AND SCIENCE has under its charge three distinct lines of work.

1st. *The undergraduate work or University College.* The student may enter either the Classical or Scientific course, which alike are intended to give a liberal education, the latter offering more of Modern Languages and Natural Sciences than the former. For details concerning entrance examinations, and other information, and for catalogues, address Secretary D. W. Hering, care of the University.

2d. *The Graduate Division or Graduate Seminaries.* Graduates of any college of approved standing may become candidates for the Doctorate of Philosophy. Three major courses, in one group or seminary, must be taken for the doctorate. Two minor courses, in the same, or in another group, must be taken in addition. Beside these four courses, a thesis is required. For a Master's degree, only two courses are required. The three groups or seminaries are: (a) Language and Literature, (b) Mathematics and Natural Science, (c) Philosophy and History. For details of courses and other information address Register of the Graduate Division.

3d. Professional schools under the Faculty of Arts and Science.

(a) *The School of Engineering* enrolls students who have completed the Freshman year in the Scientific Course, and offers them a four years' course for the degree of C. E., the fourth year being Post-collegiate. For full information, address Prof. Brush, care of the University.

(b) *The School of Pedagogy.* For admission to the School of Pedagogy a student must be a graduate of a college of arts and science, or of a New York Normal School, or must present testimonials of general scholarship and culture equal to that received by graduates of the New York Normal Schools. Students are enrolled in Senior and Junior Divisions. The members of the Senior division, after completing the course of study and seven years of successful teaching, will be graduated with the degree of Doctor of Pedagogy. The members of the Junior Division, after completing the course and three years of successful experience, will be graduated with the degree of Master of Pedagogy. This is the first instance in the history of Education in which a University has promised special degrees to teachers who should master a full course of study in Pedagogy.

II. THE FACULTY OF MEDICINE.—The University Medical College or Department of Medicine of the University is in East Twenty-sixth street, immediately opposite Bellevue Hospital, between First Avenue and the East River. Hereafter matriculants desiring to become candidates for the degree of M. D., are required to pass an examination upon preliminary studies, except those who present certain testimonials which by the Rules of the Regents are accepted in the place of examinations. Beginning with the season of 1891–92, candidates for graduation, except such as have previously marticulated in this college, must have attended three full courses of lectures. Details concerning this change in the requirements will be published in the next catalogue.

THE FACULTY OF LAW.—The University Law School offers a two years' course for the degree of Bachelor of Laws.

Students may enter at any time, and while no previous course of study is required, careful preparation is urgently recomended. Blackstone's or Kent's Commentaries should be read, with constant reference to Abbott's, Bouvier's or Burrill's Law Dictionary; and the student will derive great advantage throughout his course at the School from the previous study of Pomeroy's Municipal Law, or Walker's or Warren's Introduction, of some elementary work on the Roman Law, such as Poste's Gaius, or Ortolan's Roman Law, by Prichard, Clarke's Early Roman Law, and of Stubbs's Select Charters and Constitutional History.

Note.—By the terms of an endowment made by the Woman's Legal Education Society, a course of "Lectures upon Law to non-matriculants, and in particular to Business Women," is given by Mrs. Emily Kempin, LL.D., under appointment by the University Council.

HENRY M. MACCRACKEN, LL.D., Chancellor.

Brown University,

Providence, R. I.

Courses for 1891–92 in the Romance Languages and Literatures.

1. FRENCH LANGUAGE.—Reading of novels and plays by contemporary authors. Special study of idioms.
(For candidates for the degree of A. B.)

2. FRENCH LANGUAGE.—Scientific novels and primers. Special study of scientific terms.
(For candidates for the degree of S. B.)

3. FRENCH LITERATURE.—Classic authors. History of the civilization and literature of France during the 17th and 18th centuries. Lectures and rapid readings in class. Reports on outside work.

4. FRENCH LITERATURE.—Romantic and contemporary authors. History of civilization and literature of France since the Revolution. Lectures and rapid reading in class. Reports on outside work and essays.

5. FRENCH LITERATURE.—Sixteenth century. Lectures on the language and literature of the period of the French Renaissance.
(Given only to specially prepared students having passed courses 3 and 4.)

6. OLD FRENCH AND PROVENCAL.—Study of the language, literature and civilization of France during the Middle Ages.
(Offered to graduates able to handle Latin, modern French and Italian.)

7. FRENCH GRAMMAR AND COMPOSITION.
(Open to students who have taken courses 3 and 4.)

8. ITALIAN.—Beginning course in Grammar and Reading.

9. SPANISH.—Beginning course in Grammar and Reading.
(Given alternately with course 8, not given in 1891–92.)

10. ITALIAN.—Classic authors. Lectures on Italian Literature and on the Italian Renaissance.
(Open only to specially qualified students familiar with French Literature and Modern Italian.)

E. BENJAMIN ANDREWS, D. D., LL. D.,
President.

Williams College,

Williamstown, Mass.

Founded by Col. Ephraim Williams, who fell in battle at Lake George, September 8, 1755. Chartered 1793.

Corporate name: The President and Trustees of Williams College.

24 instructors; 311 students; 3,163 graduates.

Williams College maintains only an academic course, leading to the degree of Bachelor of Arts, and, after graduate work under certain conditions, to the degree of Master of Arts. There is no scientific or literary course of study and no degree is granted to irregular students.

Admission to the college is by examination or by certificate. The examination for 1890–91 will be held in No. 4, Hopkins Hall, Monday and Tuesday, June 22d and 23d, and Tuesday and Wednesday, Sept. 22d and 23d, and, in case the number of applicants warrants it, arrangements are made for simultaneous examination in places at a distance.

The examination may be divided by the student into preliminary and final. For the preliminary examination a student may offer himself only with the written approval of his instructor; certain subjects are reserved for the final examination, and no credits will be given for the preliminary examination, unless the student pass upon a substantial part of the work offered.

The right to send students by certificate is granted by special vote of the faculty to preparatory schools and academies upon the presentation of evidence that they maintain a good standard of scholarship, and the right is withdrawn if students coming upon certificate from any school are found to be insufficiently prepared.

Ability to read at sight in easy Greek and Latin is expected in the examination, but a thorough and accurate knowledge of the fundamentals in mathematics, and of the ordinary facts of Greek and Latin grammar is essential. Equivalents for the authors specified in the catalogue will be accepted.

For a specific statement of the terms of admission and the limitations of the certificate privilege, see the catalogue, pp. 23–28.

Students from other colleges of good standing are admitted upon certificate of honorable dismissal, but not to the senior class after the beginning of the second term. Examination is required upon subjects not covered by the certificate.

Provision is made for special students who for good reason may be unable to take up the full work, but no degree is granted to such students, and the right to attend classes is somewhat carefully restricted by special regulation (catalogue, pp. 26–27) to students of sufficient maturity and mental discipline.

The work of Freshman year in Greek, Latin, Mathematics and French, continuing the subjects of the preparatory course, but with considerable broadening of method in the direction of rapid reading and

attention to the form and subject-matter of the authors read in Greek and Latin. In Sophomore year, German, History, Physics, Biology and Chemistry are required ; the work is done largely by lectures or after laboratory methods. Greek, Mathematics and Latin are required for part of the year and continued as optionals, each student taking one of the three during the last half of the year. The required studies of Junior and Senior years are chiefly in the historical and metaphysical sciences ; this work continues to be considered, as it has been in the past in this college, especially important as an element in education.

The elective work of Junior and Senior years is explained in detail in the catalogue, pp. 31–37. The schedule is so arranged as to permit the grouping of similar studies, and the concentration of work upon history and political science, natural science and mathematics and astronomy, modern languages and literatures, philosophy, or classical philology. Still more important is the fact that the subdivision of the class into small sections allows special and individual work under the direction of the instructor. All the work in biology, physics and chemistry is done in the laboratories, two or three hours of such work counting as one in making up the six hours of elective work. The laboratory method is also followed in the higher mathematics, and for the electives in Greek and history there is a special room where working libraries, supplemented by books from the college library, are reserved for the use of students. For the Latin elective there is a similar room in the library building with access during working hours to the main library ; the electives in Greek and Latin have also a collection of about 4,000 dissertations and other philological pamphlets. It is the intention of the college that these newer methods of instruction and work in all departments, which are past modifications of the German *Seminar* system and which must be regarded as to some degree tentative, shall be used in advanced work as fully as the conditions of the American college permit. In this direction the small size of the elective divisions has been a great advantage, and has enabled the college to participate in the recent movements toward reforming and individualizing methods of instruction.

The college and society libraries contain about 40,000 volumes and 5,000 indexed pamphlets. Books are to be accessible to every student ; there are no closed alcoves. All departments of the library are open from 10 to 1, and from 2 to 4, and one of the reading rooms is open in the evening.

The Lasell Gymnasium is a new building and is equipped with the best modern appliances. It is under the control of a director, who advises students in regard to physical development according to the results of examinations and systematic measurements made at the beginning of Freshman year and repeated during the course.

REV. E. B. PARSONS, D. D., *Secretary.* FRANKLIN CARTER, Ph. D., LL. D., *President.*

University of Pennsylvania,

Philadelphia, Pa.

The University of Pennsylvania includes in its system a number of Departments, and as each of these has its own organization and officers, and publishes its own announcements, letters of inquiry on business should be addressed to the proper official as named below :

THE COLLEGE DEPARTMENT.—Horace Jayne, M. D., Dean, including The Course in Arts, The Courses in Science (Towne Scientific School), The Course in Architecture, The Courses in Natural History, The Course in Finance and Economy (Wharton School), The Course in Music. The Course in Biology, preparatory to Medicine.

THE DEPARTMENT OF MEDICINE.—James Tyson, M. D., Dean.

THE DEPARTMENT OF LAW.—C. Stuart Patterson, LL.B., Dean.

THE AUXILIARY DEPARTMENT OF MEDICINE.—Joseph T. Rothrock, M. D., Dean.

THE DEPARTMENT OF DENTISTRY.—James Truman, D. D. S., Dean.

THE DEPARTMENT OF PHILOSOPHY.—Horace Jayne, M. D., Dean.

THE DEPARTMENT OF VETERINARY MEDICINE.—John Marshall, M. D., Dean.

THE DEPARTMENT OF PHYSICAL EDUCATION.—Randolph Faries, M. D., Director.

THE MUSEUM OF ARCHÆOLOGY AND PALÆONTOLOGY.—Stewart Culin, Secretary.

THE LIBRARY.—Gregory B. Keen, A. M., Librarian.

The general catalogue may be had on application to the Secretary of the University.

Special Notice.

THE COURSE IN MECHANICAL ENGINEERING.—The course in Mechanical Engineering is one of the four technical courses offered in the Towne Scientific School of the College Department. In the Freshman and Sophomore years of that department the students of all except the last two enumerated above pursue the study of Rhetoric, English Literature, History, Mathematics, Mechanics, Chemistry, and the languages elected by the student with a view to his future course. He may choose between Latin and Greek, Latin with French and German, or French and German without Latin. At the end of Sophomore year the courses divide into essentially different groups of studies, any one of which may be taken by the student, and if one of the Science courses be elected it will take a Junior, a Senior and a Post-Senior year to complete it and secure the proper technical Degree, although the Degree of Bachelor of Science is given at the end of the Senior year. To enter upon the full course of Mechanical Engineering the preparatory work of the Freshman and Sophomore classes, or its equivalent, is required, as set forth in the college catalogue. The course in Mechanical Engineering was established as a branch of Civil and Mechanical Engineering in 1872. In

1875 the Whitney Professorship of Mechanical Engineering was created, and in 1876 the first Professor was elected. A number of graduates have taken the degree of Mechanical Engineer, and of these the majority are now holding responsible positions in their profession.

Instruction in this course is eminently practical and is given by recitations, lectures and very extensive laboratory practice. Mathematics, Chemistry, Physics, Drawing and Languages are continued into the Junior year, when the more technical studies are begun. Applied Mechanics is treated under the heads of Graphical Statics, Statics of rigid bodies, Hydrostatics and Hydraulics, Kinematics and Hydrodynamics. Steam Engineering is then taken up, and after a thorough course in theory each student is required to make calculations and furnish designs for special types of engines and boilers, including marine engines with their peculiar requirements as to displacement and stability. The steam laboratory is fully equipped with a steel boiler of 25 H. P., a 10x24 Hamilton Corliss engine, and an 8x16 Porter-Allen engine, with all needed apparatus in the way of pumps, calorimotors, dynamometers, condensers, gauges, indicators and testing machines. A floor space of 1,500 square feet is set apart for work in wood and metals, and furnished with benches, lathes, drills, and planes, although these machine appliances are kept strictly subordinate to the more essential hand and brain work.

As the greater part of the education of an electrical engineer must be mechanical, and as no mechanical engineer can be considered as fully equipped without a knowledge of electrical engineering, the University has declined to separate these courses or to create a new degree, but has made thorough provision running through two years for the instruction in this increasingly important branch. It begins in the Senior year with the study of quantity, potential, current, resistance, electro-static and magnetic measurements and the units adopted in practice. Measurements and the construction and calibration of instruments is then taken up, followed by the practical study of the best types of dynamos, lamps and conductors. A large laboratory is devoted to the practical work in this department, and is provided with an unusually extensive collection of standard instruments, and the numerous commercial appliances for electrical purposes. The classes are divided into limited sections for this work in order that they may receive the personal oversight of the Professor or Instructor in charge. During the coming year an extensive central plant will be erected to supply heat, ventilation and light to all the University buildings, and this, with its various types of boilers, engines, motors, dynamos and electric light system, will add immensely to the practical resources of this department in the way of accessible working illustrations.

The Evans-Roger Library of Engineering in the University Library is of special value to the students of this course, and in connection with it is maintained a full series of engineering periodicals, kept in such a way as to be constantly and readily accessible to the classes.

The University offers this course to those who propose to enter upon the profession of mechanical engineering with full confidence that it presents a complete and well-rounded curriculum, calculated to give a thorough training in the principles underlying the divisions of the profession, and measurably in their application.

For further and detailed information regarding the course, application may be made to the Whitney Professor of Dynamical Engineering.

PROF. HENRY W. SPANGLER, University of Pennsylvania.

WM. PEPPER, M. D., LL. D., Provost.

Columbia College in the City of New York.

COLUMBIA COLLEGE in the City of New York at the present time consists of the School of Arts, the original college, founded in 1754; of sundry professional schools, to wit: the School of Law, the School of Mines, and its Medical Department, by joint resolution, the College of Physicians and Surgeons, admission to all of which, as candidates for professional degrees, is open to all students whether or not they are college bred men; and of the University Faculties of Law, Mines (Mathematics and Pure and Applied Science), Political Science and Philosophy, which conduct all courses leading to the university degrees of Master of Arts and Doctor of Philosophy.

The point of contact between the college and the university is the senior year in the School of Arts, during which year the students in the School of Arts pursue their studies with the consent of the Faculty of Arts, under one or more of the University Faculties.

The School of Arts.

The School of Arts, or the college proper, has a curriculum of four years' duration leading to the degree of Bachelor of Arts. Candidates for admission to the School of Arts must be at least fifteen years of age and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

For information concerning the School of Arts, address the Registrar of the School of Arts, Columbia College, New York.

The University Faculties.

The University Faculties of Law, Mines (Mathematics and Pure and Applied Science), Political Science, and Philosophy, taken together, constitute the University. These university faculties offer advanced courses of study and investigation, respectively, in (a) Private or Municipal Law, (b) Mathematics and Pure and Applied Science, (c) History, Economics and Public Law, and (d) Philosophy, Philology and Letters. Courses of study under one or more of these university faculties are open to members of the senior class in the School of Arts, and to all students who have successfully pursued an equivalent course of undergraduate study to the close of the junior year. These lead through the Bachelor's degree to the university degrees of Master of Arts and Doctor of Philosophy.

For information concerning the degrees of Master of Arts and Doctor of Philosophy, address the Secretary of the President, Columbia College, New York.

The Professional Schools.

The professional schools of Law, Mines, and Medicine, receive, on terms prescribed by the faculty of each school, all students, as well those not having pursued a course of undergraduate study as those who have, as candidates for professional degrees.

1. The School of Law, established in 1858, offers a three years' course of study in common and equity jurisprudence, medical jurisprudence, criminal and constitutional law, international law public and private, and comparative jurisprudence. The degree of Bachelor of Laws is conferred on the satisfactory completion of the course. The courses in constitutional and international law and comparative jurisprudence are conducted by the Faculty of Political Science.

For information concerning the School of Law, address the Secretary of the School of Law, Columbia College, New York.

2. The School of Mines, established in 1864, offers the following courses of study, each of four years' duration, and each leading to an appropriate professional degree; namely, mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and

applied chemistry, architecture; and as graduate courses, of two years each, sanitary engineering, and electrical engineering.

For information concerning the School of Mines, address the Registrar of the School of Mines, Columbia College, New York.

3. The College of Physicians and Surgeons, by joint resolution of June 18, 1860, the Medical Department of Columbia College, offers a three years' course of study in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine (M. D.)

For information concerning the Medical Department, address the Secretary of the College of Physician and Surgeons, 437 West 59th St., New York.

The Non-Professional Schools.

The University Faculties of Political Science and Philosophy conduct respectively the Schools of Political Science and Philosophy, entrance to which is open only to students who have completed their junior year in the School of Arts, or in some other college maintaining an equivalent curriculum.

1. The School of Political Science, established in 1880, embraces courses in constitutional history and law, history of political theories, political economy and social science, Roman law and comparative jurisprudence, administrative law, international law, and history.

2. The School of Philosophy, established in 1890, embraces courses in philosophy, philology, and letters.

For information concerning the Schools of Political Science, and Philosophy, address the Secretary of the President, Columbia College, New York.

SETH LOW, LL.D., President.

St. John's College,

Annapolis, Maryland.

TIME AND TERMS OF ADMISSION.

The regular examinations for admission into the College or the Preparatory Department are held on the third Wednesday and following Thursday of September of each year, and candidates for admission are requested to be present, if possible, on those days. Testimonials of good moral character must be furnished by each applicant, those of former teachers being preferred, and, if from another college, he must present a certificate of honorable discharge.

Candidates for the degree of Bachelor of Arts, to obtain admission to the Freshman Class, must, unless they have passed through the regular course in the Preparatory Department, sustain an examination in the following studies:

English Grammar and Composition, (including Punctuation); U. S. History; History of England; Geography; Physical Geography; Physiology; Arithmetic; Algebra through Quadratic Equations, especially Factoring and Fractions; Hadley's, Goodwin's or Kuhner's Greek Grammar; Xenophon's Anabasis, (one book); Harkness', Gildersleeve's or Allen and Greenough's Latin Grammar; Cæsar's Commentaries, (four books); Ovid, (fifteen hundred lines); Virgil, (two books of the Æneid); Latin and Greek Composition.

Candidates for other degrees must pass the same examination, except in Greek.

Candidates for admission to any higher class must be examined in all the previous studies of the class they enter.

The course of study in the Classics and Mathematics in the Preparatory and lower collegiate classes has been arranged in accordance with the requirements of the examination for matriculation in the Johns' Hopkins University.

A student who may have advanced through the Sophomore Class is entitled to matriculate at Johns' Hopkins University without undergoing any examination. He is also permitted to enter the second year's course at the University if he can pass satisfactorily a test examination.

Special rates and scholarships for sons of the clergy. Students may board in the college commons, in the club or in private families, rates ranging from $140 to $200.

Next Session commences September 17th, 1890. For catalogues address the president.

THOMAS FELL, LL. D., Ph. D.

Trinity College,

Hartford, Conn.

This College was chartered under the name of "Washington College" and began work in 1824. It received its present name in 1845. It has no Preparatory School, nor Professional or Scientific School connected with it, but it is simply a College of Liberal Education, under the control and direction of Churchmen. The College offers four Courses of Instruction, viz.:

I. A Course in Arts.
II. A Course in Letters and Science.
III. A Course in Science.
IV. A Course in Letters.

The courses extend over four years, with the exception of the Course in Science, which is completed in three years. Students completing the Course in Arts receive the degree of Bachelor of Arts. Students completing the Course in Letters and Science, or the Course in Science, receive the degree of Bachelor of Science.

Students who do not propose to pursue all the studies of any of the regular courses are permitted, under the name of Special Students, to recite with any class in such studies as upon examination they are found qualified to pursue. They are subject to the same rules and enjoy the same privileges as other students; and, upon honorable dismissal they are entitled to a certificate from the President, stating the studies which they have pursued during their residence in the College.

The requirements for admission and the course of instruction for degrees in the Arts have always been practically the same as in other New England Colleges.

Two Examinations for Admission are held at the College in each year: the first at the end of June, in Commencement Week; and the second in September, immediately before the beginning of the Christmas Term. In 1891 the order of the Fall examinations will be as follows:

Tuesday, September 15th, 8.30 A. M., Greek; 2 P. M., Algebra.

Wednesday, September 16th, 8.30 A. M., Latin; 2 P. M., Arithmetic and Geometry.

Thursday, September 17th, 8.30 A. M., English.

Note.—Candidates for the Course in Science will be examined in Solid Geometry and Plane Trigonometry at the hour appointed for Greek, and in the History of the United States in connection with the examination in Latin.

Candidates are required to present themselves at the hours appointed for the beginning of the examinations. Copies of catalogues and examination papers, and information concerning the courses of instruction, scholarships, etc., can be obtained from the President or from the Secretary of the Faculty.

Geo. Williamson Smith, D. D., LL.D., Pres.

ENTRANCE TO BRYN MAWR COLLEGE GROUNDS.

THE
UNIVERSITY MAGAZINE.

A special publication, issued on the first of each month, identified with the general interests of all higher seats of learning.

Contributions, suitable for the columns of THE UNIVERSITY MAGAZINE, will always receive careful attention. Manuscripts, when not accepted, will be returned.

JAMES WILTON BROOKS, LL. D. W. G. ELIOT, Ph.D.,
REPRESENTING THE PROPRIETARY INTERESTS, Editor.
70 South Street, New York City.

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NEW YORK, SEPTEMBER, 1891.

The Place of Scientific and Technical Schools in American Education.

BY PRES. FRANCIS A. WALKER, PH. D., LL. D., OF THE MASS. INST. OF TECH.

(*Continued.*)

That mind and manhood alike are served in a pre-eminent degree by the systematic study of chemistry, physics and natural history has passed beyond dispute. The haste with which the colleges themselves are throwing over many of their traditional subjects to make room for these comparatively new studies, shows how general has become the appreciation of the virtue of these, when combined with laboratory methods, as means of intellectual and moral training.

I have spoken of the characteristic studies of these schools as the best of all available means of both moral and intellectual training. I believe this claim to be none too broad.

I.—The sincerity of purpose and the intellectual honesty which are bred in the laboratory of chemistry and physics stand in strong contrast with the dangerous tendencies to plausibility, sophistry, casuistry and self-delusion which so insidiously beset the pursuit of metaphysics, dialetics and rhetoric, according to the traditions of the schools. Much of the training given in college in my boyhood was, it is not too much to say, directed straight upon the arts which go to make the worse appear the better reason. It was always an added feather in the cap of the young disputant that he had won a debate in a cause in which he did not believe. Surely, to an audience in these more enlightened days, it is not needful to say that this is perilous practice, if, indeed, it is not always and necessarily pernicious. Even where the element of purposed and boasted self-stultification was absent, there was a dangerous and a

mischievous exaltation of the form above the substance of the student's work, which made it better to be brilliant than to be sound.

Contrast with this the moral and intellectual influence of the studies and exercises we are considering. The student of chemistry or physics would scarcely know how to defend a thesis which he did not himself believe. In that dangerous art he has had no practice. The only success he has hoped for has been to be right. The only failure he has had to fear was to be wrong. To be brilliant in error only heightened the failure, making it the more conspicuous and ludicrous. How wholesome to the mind and heart of the pupil is such a regimen.

II.—Again, in addition to the graces of sincerity and intellectual honesty, which are the proper traits of physical and natural science, altogether aside, too, from any future technical uses to which the arts or the information acquired may be put, there is a great virtue, as training for practical work in life, of whatever kind, in whatever sphere, to be found in the objective study of concrete things, which so largely makes up the curriculum of the schools we are considering.

III.—Still another advantage which we claim for the characteristic studies of the new schools, is that, in a very large degree, they dispense with the system of examinations, which has become the curse of modern education. The recent remarkable outburst in England from educators of every name and class, against that system, justifies the strong terms I have used. It is admitted on all sides to be a problem of the greatest difficulty, so to adjust the scheme of examinations that they shall not largely neutralize the good effects of sincere and straightforward study.

So far has cramming been carried in English universities, and even in our own colleges, that examinations have largely ceased to be a test of the scholar's attainments, much more, of his real proficiency in his studies. Students who have a marked facility in this sort of thing, acquire, in time, the faculty of passing creditably examinations on matters of which they know almost absolutely nothing. By steadily cramming for a few days and nights, under artful coaches, who know the professors' weaknesses and fads, a young man, exceptionally expert, can "get up" a subject, of which he would be troubled, the morning after examination, to give an intelligible account. A special organ—the examination organ—becomes developed, which is as specific as the water-sacks attached to the stomach of a camel, intended only to carry a certain amount of refreshment over a very dry place for a very short time. Indeed, the comparison fails to do justice to its subject. The examination organ is at once as specific and as external as the pouch of a kangaroo.

From this serious difficulty, schools of applied science and technology are, by the very nature of the case, largely freed.

Indeed, the inapplicability of the scheme of examination to the studies we are considering, has even been made an argument against their introduction into universities. Prof. Parsons Cooke, in addressing a body of students at Harvard, recently, said: "When advocating, in our mother university, of Cambridge, in Old England, the claims of

scientific culture, I was pushed with an argument which had very great weight with the eminent English scholars present, and which, you will be surprised to learn, was regarded as fatal to the success of the natural science *triposes* then under debate. The argument was, that the experimental sciences could not be made the subjects of competitive examinations."

It is not true that chemistry and physics can not be made the subject of examinations AFTER THEIR KIND; but it is true, that under competent teachers of these sciences, examinations have far less of the character of a cram and far more of the character of a test of ability to do work. Moreover, in such a scheme of instruction, as a whole, examinations perform a much less important part; while the daily and weekly exercises in the laboratory become continually of more and more account as a means of ascertaining the scholar's real progress. In this, the schools of applied science and technology comply with the demand of modern thought in pedagogics. In no department of life, more than in education is the scripture precept of authority: let the dead past bury its dead. The best examination which a student can pass is by showing his ability to *do the next thing*. If he can pass this exam. successfully, the teacher need give little thought to what has gone before.

The last of the advantages attendant on scientific instruction which I shall enumerate, tho' the list might be still further extended, is found in a better relation between teacher and pupil. I would not willingly be guilty of exaggeration in this matter. With a really great and gifted teacher, the attitude of the scholar will always be that of respect and admiration whether with or without affection and personal intimacy. But it cannot be denied that, in the traditional college with the traditional subjects of instruction, the relation in question is likely to be less than a happy one.

On the one side, there is apt to be an undue assumption of knowledge a tendency to dogmatism, and a too peremptory way of dealing with the pupil's doubts and difficulties. On the other side, there is apt to be something of the tone of resistance, if not of resentment; a disposition to escape the teacher's scrutiny, if not to get around him with the petty tricks of the recitation room.

It would be foolish to assume that there is any virtue in the natural and physical sciences which will overcome the faults or deficiencies of mind and heart that are found in some teachers. There are men who will be priggish, pompous and pretentious in doing anything. But there is a wonderful virtue in the studies we are considering for bringing teacher and scholar together in their work, in a most simple, natural and affectionate relation. He is the most successful teacher of science who puts himself in the attitude of discovering truth with his pupil, and of hunting with him for the object of their common search. Moreover, the very closeness of the contact in the laboratory of chemistry, physics or mechanics, is such as to cause a continuous, insensible discharge of the

electricity, generated by the necessarily strict requirements of study and discipline, and thus to maintain the friendly relations of teacher and pupil, unbroken by those storms which sometimes gather and burst in colleges where the teacher sits, buttoned-up, on a platform, behind his desk, and lectures to his pupils from the chair of authority.

But it may be said: Considering all that may be claimed for the purely educational advantages of the scientific studies which run through the curriculum of the technological schools, why may not all these advantages be equally obtained by the student of the traditional college, and even to better effect, since then he may secure the pure gold of truth freed from the alloy of baser metal, by which term the critic would designate the useful, practical applications of science. It is here that it behooves us to take issue, most directly and aggressively, with those who assert for the old-fashioned colleges an educational virtue superior to that of the schools which we represent. It is of the very essence of our case that the directness and immediateness of application to which the studies of our pupils are subject, under their very eyes and at their very hands, constitutes a tremendous educational force, securing a closeness and continuity of attention on the part of the pupil, an earnestness of effort, a zeal and enthusiasm of work which it is utterly beyond the power of the teacher of classics or philosophy to arouse, except in the case of gifted students. If proof of this upon a large scale be needed, it is enough to refer to the well-known fact that law schools and medical schools invariably command the energies of their pupils in a far higher degree than do the colleges; and that hosts of young men who have idled and dawdled away the four years nominally devoted to classics and philosophy, throw themselves with splendid enthusiasm into their professional studies when once they, for the first time, see upon what ends their efforts are directed, and how their energy and application are to promote their happiness and usefulness in life.

Even in the case of those young men who need no such incentive to secure their faithful attention and earnest endeavor, we yet hold that schools of applied science and technology possess a distinct advantage, in that their students learn the truths of science in a somewhat different way, and, as the result, know them somewhat better than do those who study these truths, no matter how diligently, without immediate, direct and constant reference to their applications.

Without referring further at this point to the limitations and defects inherent in all academic systems of recitation and examination, I believe it to be true that the man who, in studying mathematics, for example, has only to look forward to a recitation to-morrow and an examination two weeks or two months hence, applies himself to the subject necessarily in a different spirit and also necessarily with an inferior result, in contrast with the man who, continually as he requires his mathematics, puts it to use day by day in the laboratory of physics, mechanics, hydraulics or steam engineering.

For these reasons we might decline to accept the characterization of the technical applications of science as the alloy which debases the pure gold of truth. We look upon them, the rather, as the tough, elastic bow, which sends the keen shaft to its mark. And, be it remembered, zeal and enthusiasm of work are not to be valued merely because, or merely as, they secure directness of attention, continuity of application and sustained endeavor. In themselves, of themselves, they are, in a high sense, an educational force, telling immediately and telling powerfully upon intellect and character, contributing importantly to build up mental and moral substance firmly and healthily.

A great deal more might be said in comparison of the influence of scientific teaching as carried on in the schools of applied science and technology, with the influence of the traditional, or of the more modern, modified, curriculum of the classical colleges ; but perhaps enough has been said to justify the assertion that the former class of institutions are just as truly educational as the latter. Here I am content to rest my case. This conceded, let the youth of the land seek the one or the other kind of school, according to their individual tastes, predilections and plans for life. I am far from being so bigoted as to suggest that there is not room enough in the educational system of the future for all the institutions of the elder type which have achieved for themselves a name in letters and philosophy ; which have with pains irrepressible, wrought out their own problems and created their own constituencies ; and each of which has a host of eager, devoted alumni, ever turning gratefully to the halls in which they were mustered, and delighting to give to the old college the fruit of their labor and the fruit of their loins. But I confidently look to see a largely disproportioned number of the new institutions which shall from time to time come into being, built essentially upon the plan which has achieved such prodigious successes during the quarter century now closing. Doubtless, the present general scheme of the schools of technology will itself undergo considerable modification, alike from the results of added experience from larger means, and from the impression of a wiser and more generous spirit. Doubtless, more of economic, historical and philosophical studies will be introduced to supplement, by their liberalizing tendencies, the work of the sciences in making their pupils exact and strong. Possibly, some ultimate form for institutions of the higher learning may yet be developed, which shall embody much of both the modern school of technology and of the old-fashioned college, with, perhaps, something taken from neither, but originating in the larger, fuller, riper life of a happier and richer future.

FRANCIS A. WALKER.

The National Gallery of History and Art.

BY JAMES E. HOMANS, A. B., HARVARD, '89.

OURS is an age of many ideas, great as well as small, and hence an age of distrust. Ours is also an eminently practical age, abhorring any suggestion of the visionary. Thus, often are we apt to have small ability to discern the true from the false, and the good from the less than good.

Visitors at Saratoga Springs during the past two summers have been delighted by the beautiful restoration of one of the elegant palaces of lost Pompeii;—a restoration true in all respects, as to architecture, decoration and proportion. The visitor at the "Pompeia" can readily imagine himself transported to that far off time when Pansa and the Pompeians ate and drank, married and were giving in marriage, recking little of the fate that awaited them. It is not however to moralize,—one has enough of time for that—but to dream dreams, and think thoughts similar to those of the Pompeians, who were after all, but little worse than ourselves, that one visits the "Pompeia" at Saratoga.

The projector of this successful and realistic creation, Mr. Franklin W. Smith, of Boston, now appears before the American public with a still more important undertaking; the creation of a national gallery of historical reproductions. This, it is proposed, shall be a park of 220 acres in area within which shall be classified galleries or enclosures for the reproduction, on a varied scale, of a number of the most famous buildings, monuments or remains of the various nations and periods of art.

The site that Mr. Smith desires to obtain from government appropriation is that now occupied by the United States observatory grounds, and extending from the Potomac between B and F streets to 17th street. This plot he would lay out as a park, building the various courts as the amounts of contribution or appropriation warrant their construction, and trust that posterity will continue to make the galleries what they should be as perfect reproductions of their several styles of art.

At first sight this scheme may strike the practical mind as highly excessive, both from the area proposed to be roofed in (35 acres), and on account of the difficulty in obtaining the requisite funds. Mr Smith, however, looks at the matter in a practical way, having no idea of attempting to raise more than a fraction of the amount at a time, and determined to see to it that the bare walls of each structure are erected before any embellishment is undertaken. Moreover he proposes to employ concrete as the material, having found that it would be only one-quarter as expensive as either stone or brick. In special constructions also, such as the columns for his "Parthenonic Temples", the cost is estimated at

one-tenth that of the most economical stonework. On looking at the proposed plan of the "galleries," the estimated cost, $10,000,000., seems a very moderate price to expend for these acres of grandeur. Still, the great trouble is to realize the amount at all.

Should Mr. Smith obtain a small portion of the ground in view and erect thereon, a specimen court, Greek or Roman, with the reproductions, charging admission thereto for defraying expenses, he could to demonstrate to the public and to congress that the scheme is capable of realization on a larger scale. Donations might then flow in, and the success of the enterprize be insured.

Important, however, as is the item of cost, it is quite insignificant as compared with the results to be achieved by such an institution as the National Gallery. Here one may see the Parthenon without going to Athens—the Parthenon as it was in the days of Phidias before the profanation of a later generation reduced it to a ruin. The glories, which have gained for the Taj Mahal of Agra the quaint Oriental name "Eye of the World," may be seen by a section in reproduction. Assyrian and Egyptian palaces, Hindoo, Buddhist and Chinese temples, Mediaeval castles and Gothic chapels are transported bodily to the western hemisphere, so that we may know them and their builders almost face to face.

Too great enthusiasm cannot be expended upon the description of this method of teaching history, religions, art and architecture within their approximate surroundings. One reproduction like the "Pompeia" at Saratoga can give a better idea of a Roman house than a score of books. One Corinthian capital in the Metropolitan Museum gives an utterly new conception of Greek art to the novice. What could not the restored temple do for him?

Such a museum of art would not only furnish the very best advantages for the study of history and art, would not only create a love of the beautiful, it would do even more: it would serve a moral end. What greater incentive to self-realization could possibly exist than the spectacle of what mankind has accomplished in the past as an earnest of our own possibilities? How better could that first step in true religious life, the love of fellow men, be taken than in the illustration of a common love of the beautiful and the grand, as the men of all ages have tried to express them?

There is in human nature an innate longing after knowledge which finds its ordinary expression in curiosity and the sense of the marvelous. What an advantage then it would be to the tone of our civilization if instead of dime museums, low theatres, and other vulgar and degrading shows, there could be at least one gallery in our country which approximated in any degree the plan of Mr. Smith.

Other cities would doubtless take the hint and follow the example set in Washington in founding similar institutions. Then, instead of the miserable shows filled with impossible freaks of nature and art, which at present satisfy the taste of our people, there would be an object really worthy of interest and productive of culture and refinement among us.

The masses are too little provided with resources for legitimate amusement and means of culture; and this is true not alone of the "masses." The effect upon rich and poor alike is equally perceptible—the deplorable lack of a thought—content worthy of civilized humanity—giving on the one hand a taste for excessive luxury, and on the other, a degree of depravity often dignified when called by the name of commonplace. Unfortunately, too, it must be said that many whose avowed mission is the uplifting of the race, only too often lend themselves to the depreciation of the human for a supposed advantage to the cause of good, shutting off mankind into cliques and folds, outside of which no worth is to be admitted. Intellectual turpitude of this order seems to have for its motto, "Before us the wilderness, after us the deluge"; despite which none can deny that our greatest desideratum is contact with the great and grand in ages preceding us, and in nations far-removed from us, contact with the expressions of genius, contact with whatever awakens sense of man's intrinsic dignity and rightful possibilities, and contact with the true, beautiful and good, that trinity of graces apprehended only in the unity of all excellence and to be known only as man has set them forth in life and art.

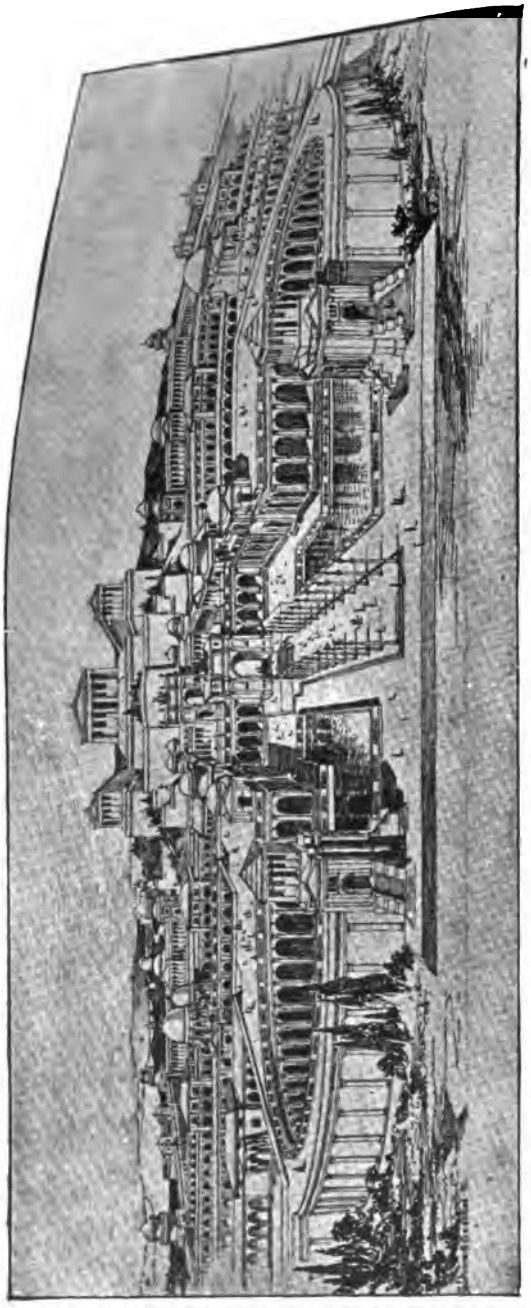
Call this the kindergarten method as applied to the study of art, or call it the inductive method of studying man, it still remains that no scheme more worthy the coöperation of our foremost educators has appeared during the present century, unless it be the University Extension movement. But what is this plan to have a national gallery of history and art save a most important, not to say essential, element in the extension of university teaching? Let your lecturers talk for hours about the qualities of this or that school of art, and the listeners only know *about* it, but give them one such work as may be seen at Saratoga,—or better still some approximation to the plan for a national gallery, and they know IT; an enthusiasm for the subject will be created and a new appreciation of the meaning of the facts to be learned.

Not to seem guilty of too extravagant laudation, let us consider what the scheme really involves, and what must be its natural result. Under the management of men of culture and taste, under the careful guidance of thoroughly competent architects and builders, it is proposed to bring together reproductions, exact as possible, of some of the world's most beautiful treasures, with all surroundings suitably imitated. Attendants—natives if possible—in costume, the domestic habits and daily life of far-off times and distant lands shown accurately, lectures upon the habits, thought, religion and literature of each to be given daily,—have we not set the world down in our dooryards, giving our people the benefits of wide travel and deep experience within a minimum of space, time, and expense to themselves? Such a place is not a "gallery" or museum: it is a college—a university if you will—for the "noblest study of mankind": it is a temple to all culture.

Mr. Smith relies strongly for the ultimate accomplishment of his scheme upon the contributive zeal in its behalf on the part of the edu-

ILLUSTRATION OF ROMAN ARCHITECTURE.
Tablinum of the "Pompeia," Saratoga.

ILLUSTRATION OF MOORISH ARCHITECTURE.
Court of Villa Zorayda, St. Augustine, Fla.



PROPOSED PLAN FOR THE NATIONAL GALLERY, SHOWING THE VARIOUS COURTS AND THE RESTORATION OF THE PARTHENON ON THE HEIGHTS.

cators of the country. His suggestion that on the 14th of October, 1892, presidents from the oldest colleges in the United States should place the corner-stone of a national gallery simultaneously upon electric signal with the inauguration of the Columbian exposition at Chicago by the president of the United States is of fascinating interest in its appropriateness.

It may doubtless be expected that an enterprise so powerfully coöperative with the educational institutions of the country will receive their efficient advocacy and support.

JAMES E. HOMANS.

Physical Education.

BY DR. EDWARD HITCHCOCK, DIRECTOR AMHERST COLLEGE GYMNASIUM.

Allow a few words upon the necessity of training the whole individual in our system of education. I mean the total man and woman. It certainly is conceded by all that we are made of body, soul and spirit, three parts, and the plea I would make is, that all these parts be attended to, no one part more unduly than another. This statement is older than we are, but at the same time old truths need to be re-enforced and stated afresh. The old idea, as many of us remember, is, that the scholar must be a lean, pale, lank fellow, rather dignified, pretty solemn, very little abdomen, but a good deal of head. Now I leave it to this audience to decide whether these are the characteristics we want to-day. We do want, it is true, as much, perhaps more, training of the head and heart, but we want more of the physical. Every advance in science, every bit of talk, every bit of discipline that we have gained, shows that we must harmonize these three elements of our nature. A big, overdeveloped physique is not our model for a man; the lean, puny fellow is not our pattern. We want the all-round man, the fire, the boiler and the engine. The engine is well enough, but what is it good for without steam? Steam is all right, but what if we haven't the fire to make the steam? We want the rightly equalized three parts as the good Lord intended there should be. Look at Mr. Beecher. He had a good physique, but he was not less of a spiritual man because he had this physique.

We have seen in the daily papers that Superintendent Gasper, of New York City, is going to try physical education as a department in five of his city schools. This seems a step in the right direction. And President Ballantine, in his inaugural address at Oberlin College a few days ago, in outlining his proposed methods, spoke of athletics as one of them—and will you believe it?—he spoke of athletics first. Is not this little fact symptomatic of the groaning of the world for health and vigor of body? Do we not want a body developed and trained before we put

much intellectual furniture into it? "Howbeit that was not first which is spiritual but that which is natural?"

We have found at Amherst College that the physical man wants proper attention, so we provide a gymnasium, and with its donor, Mr. C. M. Pratt, of Brooklyn, thought of calling it a Health Building. And in this building, for the cold and unpropitious weather of the year, we require regular physical exercise in the same proportion as we require the literary and scientific exercise, of the intellect in their appropriate places. The point seems settled that physical exercise, rightly and judiciously handled, can be required of the student as profitably as can any other college work. This idea should reach down to the common school. A mistake, it is true, will be made if the public schools should try to do as much in the line of competitive sports as college students do, but they may open in that direction.

You ask about systems. I don't believe we have an American system of gymnastics. We are not wrought up to this yet. We are working in that direction. We want something that all primary and preparatory schools can use, and that rather in distinction from the college, and partly, from the difference in age of the students. There are several different skeleton plans now. The Boston people are all alive to the so-called Swedish system. And it does seem a good thing to give this a fair trial, for it is well worked out on paper and has met with success in the old world. And a benediction is due to Mrs. Hemenway for her generous gifts to make this subject more familiar than it is. The dumb bell, clubs and free-hand class drill is stronger than it ever was before, and has come to stay among the colleges and older schools. And yet this, like most teaching, depends greatly upon the animus, power and skill of the teachers, upon his or her individuality. They can spoil a system or a method if they have a mind to, or have not a heart or head in it.

Another thing you are asked to consider. We have the medical profession, and there is to be another one before long. It is not to be the doctor or surgeon who patches us up when we are sick, but to be of him who will help us to take care of ourselves and try to keep us in health of body and mind. The physician takes us when we are tumbling to pieces and tries to stick us together again. The new profession will not displace the old one, but give better bodies to be patched up and stuck together. But what has this profession to do with our common schools? Why, that we need this supervision and advice in all educational institutions, public or private, as much as we need boards of examiners for the public health, and all the more in our schools, because they are compulsory. Every scholar should have a physical examination and measurements within limits. Many an average child or its parents do not know whether it is near or far sighted, defective in hearing in one or both ears, or has some muscular or nervous defect. The examiner could often find out whether a child was weighted with a physical defect or under-development, which would account for his being

so-called stupid, naughty or careless child. A pair of glasses has often raised the grade of a scholar 15 per cent. In other words, the science of anthropometry is coming to reach into our common schools. The brain-power develops alongside of and proportionately with a will-power over the muscles. The boy or girl active and bright with the eyes, hands, arms or legs, will be much more apt to work acutely in mental processes than the reverse.

It is said that some young people go to college to play ball and become athletes. Perhaps it is so, yes, one in a hundred, because facilities are good there for these things. And in some colleges there is a larger number who go simply because they want an A. B. appended to their names. And this training does not merely affect the "nine" or the "eleven" or the record breakers. For while a nine are in training there are class nines also, and fifty others, some of whom stand as substitutes, and above all, catch the spirit, the poetry, the delight of rigorous freedom of muscular exercise. The contagion and example of the athletic men reach out into men not specially gifted, or hopeful or crazed in athletic contests, and help scores to go into the gymnasium or athletic field and breathe more, sweat more, shake up the viscera more, spread round more on the grass and mother earth, and thus keep in better physical condition. It makes them for a time forget their brain work and sends their nerve force to the skin and grosser organs of the body, and shoots the red blood corpuscles all over the body after more ozone and oxygen. Not all the boys want to go on the nine, or are wanted there, but the training they get by example and physical touch is where the leaven works. A matter incidental to this subject seems in place here. It is the test examination of children at the end of the year for promotion. The end is the intense draft and pressure on the nervous organs and functions of young and growing minds and bodies at a critical time of life. The great and growing number of nervous and kidney diseases, and the yearly increasing number of commitments to our insane asylums may find their germs in the intense pressure of school promotion examinations. May not this be lessened in part by more frequent reviews and examinations during the year, and not bring all the agony at one fell swoop? And who knows the attainments of the scholar, the teacher who had daily contact with the mind, character and temperament of the scholar for a year, or the ever so brilliant and keen examiner who with the "*experimentum crucis*" in a few minutes passes his judgment on a complex matter of body, mind, character, susceptibility, home training, heredity and kindred complaints of the child?

EDWARD HITCHCOCK.

Cassandra.

BY HENRY B. HINCKLEY.

Tunc etiam fatis aperit Cassandra futuris
Ora, dei jussu non umquam credita Teucris.

And night rose like a phantom from the earth,
And filled the welkin blacker than despair.
Cassandra, wildly darting from her couch,
Sped through the streets of Troy; for on her heart
A fierce confusion fell, that lashed her blood
Till frenzy tingled in her every vein.
Her long locks like the tempest-stricken sea,
Streamed wild-dishevelled round her, and her eyes
Like blazing meteors, starting from the night,
Shed fitfully around their lights of fear.
Prophetic madness held her; from her lips
The torrent words in burning fury fell.
O woe, woe, woe! I have no word but woe!
The night is on thee, Troy! the morn shall rise
Upon thy smoke and ashes, dust and blood
The Greek is in thy walls, the hated Greek!
The mighty Pyrrhus, Atreus' valiant son,
And strong Odysseus, full of many wiles.
And Helen that did hold the world in spell,
Hath led thee, sweetly dreaming, to thy fate.
Have I not spoken, Troy? The wooden horse
I warned ye that ye should not bring within
Your dear-beloved walls. Ye heeded not.
Apollo laid his hands of fire upon me;
I burn, I burn, I burn forevermore!
O bright Apollo! like the morning star,
Thou dwellest ever where the sun doth shine.
Why didst thou love me if thy love was fire?
Why didst thou breathe the frenzy of thy power
Upon me, luckless virgin, and withhold
The credence of men's hearts?
To foreign lands
Behold I go, the sad spear-taken bride
Of Agamemnon, sharing in his doom.
And none shall weep for me in Argos-land,
Nor gaze with pity on my early grave.
I shall not find a tomb; some palace slave
Shall cast me forth, unburied and unknown.
But thou, O Troy!—this is the bitterest thought
That I shall see thee fall, and Priam fall;
And aged Hecuba in her grey hairs
Shall feel what pangs for every beautiful son
That sheds the fair red petals of his life
Before her eyes! but I—lo, I shall live!
But look! yon glimmering beacon o'er the wave
How fitfully it glares! And hark! the tramp
Of armed men! They come, the Greek, the Greek.

—*Yale Lit.*

Dependence: The Secret of a True Life.*

BY THE RT. REV. HENRY C. POTTER, D. D., LL. D.

It is a rare manhood which these words bring before us. That high quality of leadership, at once so unique and so many-sided, which only once or twice in a century reveals itself, finds in Moses its singular and pre eminent illustration. I wonder if we have ever realized how high and fine it is! Look over the world, to-day. Is there any one who may be said to illustrate it? One man our generation has given to us who, I think, pre-eminently incarnated it,—one man, to whom as the years go by our Republic will come, I believe, to own itself pre-eminently indebted. His biography stands upon my library table in ten octavo volumes, and looking at them the other day, a friend, still influenced, as I believe, by that imperfect estimate of a very great historical figure which is apt to characterize the judgments of those who stand very close to it, asked, not without a strain of sarcasm in his tone, "What on earth can anybody find to say about Abraham Lincoln that will fill ten octavo volumes?" It was a very natural, if a very unreflecting, enquiry; for most people do not see at once that the history of a great man must be also, in some very large and real sense, the history of that era in which he lived. A unique personality leaves a large and unique impression, and pre-eminent qualities of leadership, like the path of some great comet, leave a broad and bright trail behind them.

And so the man, of whom my text has to speak, stands out, and apart, from his own time and from all times, eminent, dominent, enduringly great and majestic. What was it that made him so? I am here to ask, and if I may, in some imperfect way, at any rate, to attempt to answer that question,—to answer it as a question which pre-eminently concerns those who are standing now upon the threshold of a larger life, and who look forth from these porches of learning upon that wider arena of service for which they are meant to be the training-school. Believe me, my young brothers, I do not think so meaningly of you as to imagine that there is one among you all who tries to-day to face that arena with carelessness or indifference. The gaiety and confidence of youth,—that wonderful faith in one's own powers which those of us who are older can only take note of with equal tenderness and sadness,—these I am sure have not quite quenched in you that graver sense of responsibility with which any one of us must needs take up his task in life and turn as one who is, under God, the master of his own destinies, to confront its issues. I assume that you are thinking, just now, of these things, because, in fact, it is simply impossible that you should not think

* Baccalaureate sermon at Cornell, 1891, from the text: And Moses said unto God, Who am I that I should go unto Egypt, and that I should bring forth the Children of Israel out of Egypt? And he said, Certainly I will go with thee.—*Exodus iii: 11, 12.*

of them. Taking the world and yourself at their lowest estimate, the time has come with you when one says to himself: "Now, at last, is my chance,—what am I going to make of it? All that has gone before has been drill and schooling and preparation. More or less thoroughly, I have mastered the tools of my calling, the secrets of my art, the principles of my profession,—what am I going to do with them?"

To that question, as I conceive, there are two distinct and wholly antagonistic answers. I propose to speak of them somewhat in detail, and I propose to emphasize that answer which alone I believe to be the true one, by that unique and commanding personality introduced to us in the words which I have already quoted.

1. And, first, there is the answer of the man who believes supremely in himself. There is not a great deal to be hoped for from a man who does not, in some sense, believe in himself. That resolute legend, surrounding two crossed battle-axes, carved over an old Norse chieftain's door, "I will find a way or make one," would make a much better coat-of-arms for most of us than the dubious quotings that some people are disintering, in these days, from trans-atlantic heralds' offices. That resolute purpose, born of a knowledge of one's powers, on which, as on a hinge, all great achievement turns, may not be left out of any life without the loss of all worthy achievement Said a friend of mine the other day, a physician of exceptional eminence, to a younger brother of the same high calling, who had come to him in great anguish of mind to ask what he could do to break up the opium habit: "What can you do? You, with your enfeebled will, your tyrant appetite, your unstrung nerves? Nothing, I apprehend." "And what then would you advise?" said his young colleague; "what is there to be done?" "Nothing," was again the brutal answer, as it seemed, "but to take a pistol and go down to the Battery and blow your brains out." It *was* a brutal answer, but it was not spoken with brutal intent, and it had the desired effect. "Sir," said the younger physician, "you insult me and you defame the power of my will. You shall see whether I am indeed the poor creature you describe me." And from that day to the end he never touched the vile drug, nor tampered in any smaller measure with anything of its kind.

I mention the incident because it sets in as strong a light as it is easy to set them, those forces which man has in himself. We are prone nowadays, greatly, if not exclusively, to believe in them. "Given knowledge, health, courage, a determined purpose and a chance, and what cannot a man do, and above all, what does he want more?" I do not wonder that men say so. I do not wonder, when men look about them in our day and see the men that other men bow down to, and bow down to, let me observe, because there is that in them which not so much claims as compels homage, that they reason in that way. There is one class of men in our America which interests me intensely, which is, I think, more distinctly typical, from this point of view, than almost every other, and concerning which, as I am here without any remotest

purpose of rhetorical display or fine speaking, but simply, if I can, to keep you, my brothers, to a right view of a matter which is fundamental. I propose in passing, to speak. I mean that class in this land who mainly organize and administer our whole system of American traffic and travel. We have a great many things in this country that are rational and distinctive, but I do not know anything that is more so than this. East or west, north or south, you may find the type I mean. It plans great enterprises of inter-continental commerce, it builds railways, it organizes syndicates, it anticipates emergencies, and husband's resources, and wields large forces, whether of capital or labor, with an energy which is inexhaustible, and with a forecast and comprehensiveness simply marvellous. No task is too vast for it to attempt, no obstacle too impossible for it to surmount. To this all-conquering partnership of brain and will every resisting force gives way. What has it not done,—what can it not do? And since, in a new world, so large a part of the energy of men is summoned to the conquest of material obstacles, it is not surprising that success in dealing with them should come to be symbolic of the most genuine success in any walk of life.

I have no disposition to undervalue it. Indeed, one cannot look, only a little, even, beneath the surface of that material progress which scholars and thinkers are disposed sometimes to disparage, without recognizing that such progress is the necessary forerunner of other and nobler progress. Everything that disembarrasses man from exclusive concern for his physical wants brings nearer the day when he can give himself more exclusively to the consideration of wants that are nobler and higher. You cannot invent a machine, you cannot bore a tunnel with it after you have invented it, without making it morally certain that something more will be carried through the tunnel than a barrel of paste or of flour. There are young dreamers and thinkers and singers among the Sierras and among the mission schools in Alaska, to-day, who, so far as man can see, would never have dreamed, or sung, or known, of whole realms of knowledge which have been wheeled within their vision by the master hand of some such designer and organizer and builder of highways, or leader of capitalists, or king of corporations as I have referred to. And if such men can do such things, it may be asked, why should we not worship them?—why should we not choose them as our legislators or rulers? Why should we not accept them as the ideals of the best work to be done in the world, and the best way to do it? Will anybody pretend that these are not questions which are increasingly challenging our American youth to-day? Will any one pretend that they have not already introduced a new issue into the college life of to-day—namely, the question whether, after all, anything is greatly worth learning in a college or university which cannot, directly and immediately, be converted into a marketable and commercial product? Has any one forgotten the answer of that typical undergraduate of this species who, having had recalled to him that most pathetic and suggestive admission in the autobiography of the great naturalist, Dar-

win, that the time came, in his intellectual history, when his earlier love of music and of poetry perished from disease, exclaimed: "Well, and what of it?" What use has a man for music and poetry who must "make his own way in the world?"

I am sure, my brothers, that there are multitudes of such people who, in using such words, would be simply and entirely honest. What is there now to be said to them?

This, I think, certainly, if no more, that their conception of making one's way in the world is eminently fragmentary and one-sided. Doubtless, one who has learned to use thoroughly, intelligently and patiently his own eyes and hands and brain, and has a resolute will to dominate his endeavors, is competent to most of the tasks that are ordinarily included in "making one's way in the world." But *what kind* of a way? The moment that you come to look at what we call success in life, you find that it is qualified by certain invariable conditions, the presence or absence of which wholly transform its character.

(*a*) One of these is integrity. Nothing finer, in our more recent history as a people, invites the admiration of those who love their country, than the tokens which from time to time appear in more popular and deliberate forms of expressions that people who succeed, if they would be trusted and respected, must succeed honestly. A frank ambition to get on in the world, to win its prizes and climb to the high places, if one may, prejudices no man's claims to our respect and regard. But if, in that eager competition which is the story of an American life, in its private as well as in its more public walks, a man shows himself to use dishonest means to gain an advantage, such a thing needs only to be known in order to be denounced and despised. Our standards of commercial or political integrity are not indeed always as high as they might be, but there could be no greater mistake, my young brothers, than for any one of us to imagine that he can disregard them. You will be expected to make your way in the world, but you will be expected to make it honorably.

(*b*) Yes; and beneficently, as well. It is, as I conceived, a profound, though often profoundly unconscious, tribute to the founder of Christianity and to the central principle of self-effacing altruism, which is only another name for His cross, that never, in human history, was there so deep or so wide a consciousness of the stewardship of man. Every newest phase of socialism returns at last to this: What you call your own is not your own; your cleverness, your scholastic acquirements, your money, if you have any, your influence, all these things you are bidden to cast in, somehow, to the common treasury of human acquisitions, and leave it to be divided among your fellows. Never was there an age which said more imperiously to rich and idle and self-indulgent people, whatever they were rich in: "You must not hoard these things for yourself. They are the fruits of your success, do you say? Yes; but you must temper your success with beneficence, or we will not endure it."

(*c.*) And with something nobler even than beneficence. Beneficence is or has come to be the amelioration of human want and misery. But here is some one to whom you may come with a gift or a privilege, only to discover that he desires neither. He is not hungry, or thirsty, or naked, or sick, or in prison,—no,—but he is profoundly indifferent. Life has lost its illusions—if it ever had any. The world, to such a one, is a mean and poor place, full of mean and poor longings and desires. Nothing greatly interests him any more. Above all, nothing greatly stirs or attracts him. Nothing—until one day there comes into the horizon of his consciousness some one with a great enthusiasm—on fire with a fine and high purpose,—and then straightway, this apathetic creature becomes another being! I remember once being bidden by the late Professor Louis Agassiz to accompany him to his newly organized School of Natural History, on Penakese Island. It was devoted, of course, entirely to the study of the dwellers on the sea, and as we followed that matchless teacher and master from building to building, and from room to room, we came to understand that, after all, the greatest force in this world is not any of the material forces, however tremendous, but that resolute and masterful personality which was created to be the Lord of them! To be the pupil of such a teacher—to come under the spell of some strong and fearless mind—to have one's whole nature transformed by a contact so noble and so wise that our weakness and our ignorance vanish at the spell of his presence—this is to me the one success in this world that makes one's life worth living!

And that was the secret of the life and work of Moses. Called to a great task, he will not undertake it alone. Surely there is something inexpressibly affecting in those words which follow a little later in the story, from which I have already quoted: "And Moses said unto the Lord, O, my Lord, I am not eloquent; neither heretofore, nor since thou hast spoken to thy servant; but I am slow of speech and of a slow tongue.

And the Lord said unto him, Who hath made man's mouth? Or, who maketh the dumb, or deaf, or the seeing, or the blind? Have not I, the Lord?

Now therefore go, and I will be thy mouth and teach thee what thou shalt say."*

There can be no doubt about what is meant here. We may treat it as a figment of the imagination, if we please. We may dismiss the supernatural element from the life and work of Moses as entirely as a certain class of scholars and critics, of whom M. Ernest Renan is in our own day the most conspicuous and accomplished representative, have dismissed it from the book in which the story of Moses is found, the fact remains that the great lawgiver was not more clearly conscious of his mission than he was of the all-conquering companionship in which he was to undertake it.

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* Exodus iv: 10, 11, 12.

And herein was Moses simply typical. Along the dull, dead level of the world's human horizon,—out of the countless masses of ordinary inferior, or obscure people, who make up the world's inhabitants, there have arisen from time to time certain conspicuous personalities, with an influence wide, deep and ennobling, upon their time, of whom this same thing is no less true. I maintain that you cannot write history and leave these men out of it, and that, whether they are always equally conspicuous and equally great or no, this one thing is equally true of all, from Moses to the men who have been the representative personalities of our own time, that they conceived their calling and did their work, and delivered their message, in a profound sense that they were not and could not act alone. Three men occur to me as signally representative of what I mean : John Lawrence, later known as Lord Lawrence, the saviour of India, David Livingston, and our own Lincoln. Let me say to my young brother this morning that if they are of Anglo-Saxon lineage they have a new motive for glorying in it; that it unites them to that stainless English gentleman, that modest servant of his Queen and country, that true friend of every Indian peasant and pariah, whose splendid rule of the mightiest dependency of the mightiest empire under the sun has been, I think, the finest exhibition of service, of sacrifice, and of statesmanship that the history of India has produced. And finest of all in it all was that *Mosaic sense of dependence* which knew no obligation, save as God has created it, and undertook no task save as He imposed and directed it!

It is the same characteristic which is pre-eminent always in Livingston. What gifts he had,—what a will he had,—what a faith in his kind, even in the most embruited savage, he had,—what matchless versatility, that turned his hand and brain from medicine to astronomy, and from mathematics to wagon-making, with, everywhere, the same superiority to all by whom he was surrounded! Yes, but, with it all, what a profound conviction that whether he stood on the borders of the Victoria Nyanza or in the court of a native prince or on the deck of an English steamer, he was *God's man* more even than he was his own, and that he was showing him the way!

It was the same high quality, I am persuaded, that gave to our own great leader and martyr the crowning element in his greatness. Lincoln was uncouth, and unrefined, at times, and seemed a jester, sometimes, when the crisis was, to lesser minds, too grave for jesting. But no one can have read that interesting volume of Reminiscences*, published only the other day by one who knew him in especial intimacy, without recognizing how, underneath all the jest and roughness of the backwoods man, there was the deep and often pathetically-present consciousness of one who went his way as God showed it to him, and who knew no undertaking, whether in the field or in the Cabinet, from which God could be left out.

* Recollections of Lincoln, by L. E. Chittenden, late Register of the Treasury.

Believe, my brothers, there is none! The tasks before you and me to-day may not be so great as theirs who have been called to redeem a continent or to save a State. But whether they are to be great or small, they are too large for any one of us to attempt alone! If we are to keep a stainless manhood, if we are to win a knightly glory, it will not be so much because of what we know, as of what we are. And what we are, and are to be, in character and in conduct, will depend most upon whose image we carry here, and whose voice of warning or command is most persuasive witness in our inmost souls! You remember that young French officer who lying on the operating table after a battle, in which he had been struck nigh unto death, cried out at last, as the surgeon pushed his curved probe further and further into the gaping wound: "A little deeper and you will find the Emperor!" This was only, in its lower way, what a good Apostle meant when he too cried: "Not I but Christ, who dwelleth in me!" And if what you and I must come to know, my brothers, is, we are to face the conflicts and master the foes that to-day challenge us. Do not, then, go to your tasks or your conflicts alone. Say up into the ear that bends at this moment with infinite tenderness and infinite sufficiency above you:

> "Erect Thy throne within thine own!
> Go, Lord, I follow Thee!"

HENRY C. POTTER.

Historic Princeton.

BY ALONZO CHURCH, A. B., PRINCETON.

MANY are the associations which linger among the shadows of Nassau Hall; telling the stirring times of brilliant deeds, of noted men. its graduates, or its friends.

Loyal at first to the "mother country" it received its name from William III. of England, "a branch of the illustrious house of Nassau." Among its archives is a quaint old pamphlet entitled The Military Glory of Great Britain, a dialogue recited by the students at the Commencement in 1762; "to the universal satisfaction of a polite and crowded auditory" as we are informed by a contemporary newspaper. And on the wall of the chapel hung a full length portrait of George II., opposite to which was one of the provincial Gov. Belcher, "surmounted by a court of arms, carved and gilded."

This spirit, however, was not a lasting one and the college was soon pervaded by the universal longing for liberty. We learn from a letter of James Madison, then a student here, that in 1770 the letter, stating that New York had partially broken the non-importation agreement, was burned by the students in the college yard, all in their black gowns the bell tolling. In 1771, when Madison, Gunning Bedford and other

noted patriots were graduated, another poem was recited, this time on The Rising Glory of America, written by Philip Freneau 1771, the patriot poet of the Revolution; and again an old newspaper informs us that it "met with the highest approbation and applause from a numerous, polite and discerning audience." In 1774 John Adams, afterwards 2d President of the United States visited the college, and the following occurs with reference to it in his journal:

The apparatus is the most complete and elegant I have seen: The scholars sing as badly as the Presbyterians of New York. The president, Dr. Witherspoon, is as high a son of liberty as any in America. Princeton's patriotism, however, was not confined to words and demonstrations. In 1775 its president, John Witherspoon, and Richard Stockton, one of its trustees, were members of the legislature which deposed the last tory governor, Franklin, and a few months later were enrolled among the signers of the Declaration. On the 9th of July the news reached Nassau Hall, where the Committee of Safety were holding its sessions. "The building was grandly illuminated, and independency proclaimed under a triple volley of musketry, all with the greatest decorum." On the 27th of August the first provincial congress of New Jersey met in the College library, and elected the first state governor and chief justice. But legislation and study were soon interrupted by the approach of the British, and the college forced to disband for the time being, as we are told by one of the students at that time. "On Nov. 29th," he says, "New Jersey College, long the peaceful seat of science, and the abode of the nurses, was visited with the melancholy tidings of the approach of the enemy. Our president, deeply affected, entered the hall where we were collected, and giving us suitable instructions and good advice bade us farewell."

On Dec. 1st the forsaken halls were filled once more, for Washington, halting from his retreat before Cornwallis, quarted his exhausted soldiers there and refreshed them for a week. Scarcely had he withdrawn when Old Nassau, which had gladly sheltered the blue was unwillingly forced to harbor the red-coats of Cornwallis, for almost a month the British stayed pillaging and destroying; but the battle of Princeton on Jan. 3d put an end forever to their depredations. The engagement began about a mile from the campus, but the British soon retreated to the sheltering walls of the college, which still bear the scars of the cannon balls fired to dislodge them. One of these it is said entered the chapel and struck off the head of George the Second's picture, which it is believed was taken with them by the soldiers on their retreat. It is a fact well worth remembering that the history of this battle was written by George Bancroft while a guest of the late Senator John R. Thompson, at Princeton. After this battle Nassau Hall remained as a hospital until the close of the war, under the successive commands of Generals Stirling, Putnam and Sullivan. In 1783, however, all traces of war were banished, and the Continental Congress, then holding its sessions in the library, proclaimed from its steps that peace was at last

EAST COLLEGE—PRINCETON.

concluded with Great Britain. In the library also, Peter Van Berckel, minister plenipotentiary from the States General of the United Netherlands, presented his credentials to Congress and was "welcomed with solemn and imposing ceremonies," and almost within the shadow of its wall Washington wrote his celebrated Farewell Orders to the armies of the United States. It was the commencement of this year the Congress attended in a body, having adjourned its sessions "in honor to the col-

WEST COLLEGE—PRINCETON.

lege president, once a member of this body, and to our own, still a trustee of the institution." Imagine the throng of distinguished visitors. George Washington, Chevalier de la Suzerne, Madison, Lee, Carroll, Gerry, and a host of others honored the exercises with their presence as no college has been honored since; and Washington, to still further show his appreciation and approval, presented fifty guineas to the institution, which the trustees ordered to be expended in a full-length portrait of him by the elder Peale. The picture still hangs in Nassau Hall in the same frame from whieh that of George II. was so readily torn.

THE OLD ELM—PRINCETON.

Congress left Princeton on Oct. 4, and for many years the college remained undisturbed by echoes from the outside world; save the visits of the Marquis of Chastellux and the Duc de Giancourt, noted French travelers and savants, who described and praised it in their published writings. In 1812, however, the commencement was again honored by the presence of a nation's hero, General Scott, when returning wounded from his victory at Lundy's Lane, paused for a day or two at Princeton, receiving an enthusiastic oration from the students and from the Faculty

the honorary degree of Master of Arts. In 1824 the Marquis de Lafayette paused here during his famous progress through the United States, and received from the hands of President Carnahan the diploma of Doctor of Laws, which thirty years before had been signed and confessed by President Witherspoon. Thus we might continue, did space continue: telling of Washington Irving's visit to and description of the college; of William Henry Harrison's campaign speech, delivered from its steps; of John Tyler, Chester A. Arthur, Eliphalet Watt, Matthew Arnold, Bancroft, Henry Ward Beecher, and many others, who have been honored guests at Nassau Hall.

Such are the scenes the old walls have witnessed, standing still among their clinging ivys, memories of brave deeds and noble words, of a history too deeply interwoven with the nations to bear a separation, of a story which Nassau's sons may tell with living pride.

ALONZO CHURCH.

Fact, Fancy and Fiction at Vassar.

BY EDITH C. BANFIELD, A. B., VASSAR, '91.

THAT Vassar College is situated upon the bank of the Hudson, with a fine view up and down the river, is fiction. That Vassar graduates, upon obtaining their degree, go for a post-graduate course to the Insane Asylum, thus situated, is fancy. That Vassar, two miles away from the Hudson, without any sweeping views of the same, yet has grounds more beautiful than those of the above-mentioned Asylum, and that it offers quite satisfactory post-graduate courses, is fact. One might continue the story indefinitely. For instance, that the Vassar student wears cap and gown is fiction; that she longs to wear it and awaits only the consent of a conservative Faculty is fancy; that she neither wears it nor meditates so doing is fact. There are thus three Vassars—though not corresponding to the "three Johns,"—Vassar as it is reported, Vassar as it is imagined, and Vassar as it is.

The Vassar girl of fact finds peculiar interest in studying the Vassar girls of fancy and of fiction. Rarely does she see in them any likeness to herself—or at best, but a caricature—but as they bear her name, she must watch eagerly to see whether they bring it praise or blame. The Vassar girl is many-sided, and can present as many characters as there are people to criticize. She does many things, and she does each thing

with a heartiness that would seem to argue that it was her sole occupation in life. Herein she lays herself open to misrepresentation. For those who criticize the Vassar girl rarely have but one point of view, and so her very thoroughness tells against her. For example, there are people who, knowing that at Vassar the girls study much and hard, hold that it is a pernicious institution where their daughters, if sent, would become blue-stockings, and lose their health and their beauty from sleepless nights and weary days. Others, visiting the College at a gay season of the year, or reading accounts of these festivities, picture an enormous boarding-school where the students have unlimited privileges, which they abuse to the extent of their ability, where they have but one object in life, namely, that of spending their father's hard-earned cash. A short acquaintance with Vassar as it is suffices to prove that it is not an institution where young women spend their days and nights in learning how to put the masculine element to shame at the polls or in the pulpit; that neither is it a large boarding-school where giddy girls dance and

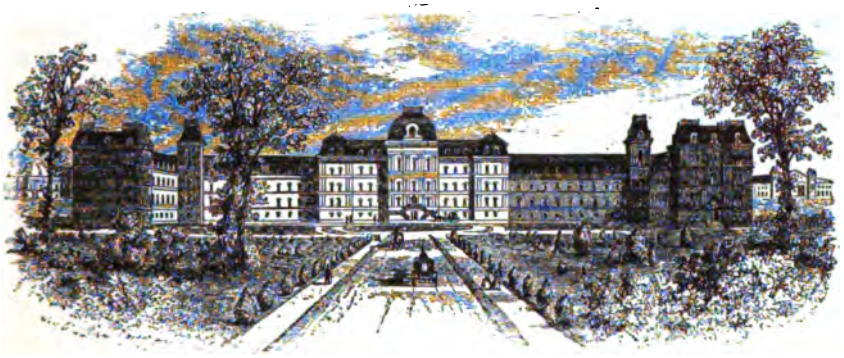
GATEWAY AND PORTER'S LODGE—VASSAR.

flirt and fritter away their time in spreads and gaieties, but it shows instead that the Vassar girl, as occasion demands, is able to study with all the ardor of a blue-stocking, or to enjoy herself with the freedom of a school-girl.

But while the Vassar girl is interested in the reports of her that go abroad, in the fancies that fill the minds of those who have had but one glimpse of her in party-gown or in chemistry-apron, on the whole, she troubles herself little about her fictitious selves, and devotes all her energies to the real life at the real Vassar. The reality, to her, is more interesting than the fancy or the fiction.

Wherein lies the charm of Vassar life? The main interest, of course, is centered in good, hearty work; this interest is the nucleus of all college spirit, but it does not make up the sum-total of that spirit. Else why does the College hold in its confines, as it does, girls who avowedly dislike work, who are not forced to stay at college, but who are held, in spite of themselves, by the spell of the place? Why is it that the small sisters who come for a few day's visit, invariably return to their homes

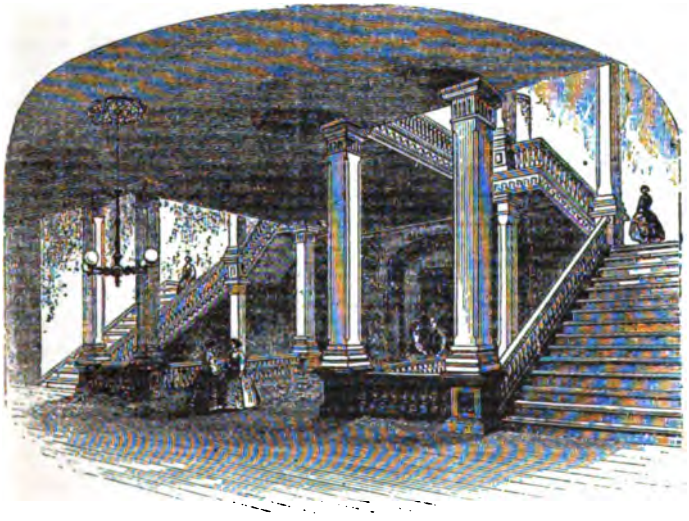
with the fixed determination of "coming to Vassar" just as soon as their years will permit? They, surely, are not attracted by the delights offered by courses in chemistry and Greek—something more palpable it must be, to appeal to them. Whence is derived the magic influence that



VASSAR COLLEGE.

Vassar exerts over all—student and stranger alike? Much of it can be traced to the variety of the college life—to the diversified character of the little details of that life. At Vassar, all the "little things" that count for so much, go to make the life attractive.

Watch the Vassar girls for a while, and you will begin to appreciate



THE DOUBLE STAIRWAY.

the truth of this. First of all, take a peep at their rooms, for here lies one great secret of the happiness. "Won't you come home with me?" is the way the invitation runs, as one girl asks another to her room. This use of "home" is startling to an outsider, but it shows, as nothing

else does, the place that the Vassar girl's room occupies in her heart And, indeed, it is a veritable little home after all, you think, as you look into one of the pretty parlors, with the three rooms opening out of it, suggesting its triple ownership. Nothing, surely, could be more cozy or homelike than such a parlor shared by three good friends—companions in work and in play. Other kinds of rooms there are—double rooms and single, of all shapes and sizes, and for the single rooms, no less than for the parlors, is the name of home insisted upon. Rightly, again you decide, as you admire the coziness, and are told the advantages of complete independence, combined with perfect sociability—for are not one's friends only a door, or a corridor away? It is a temptation to linger in the rooms, to try all the window seats and couches, with their superabundance of pillows; to sit at the various desks, some grave and studious-looking, weighed down with lexicons and text-books, others dainty and pretty, more adapted, one would say, to the penning of graceful notes than to the writing of forensics; to study the walls, with their pictures and their bric-a-brac; to admire the china on the inviting little tea-tables. But a glimpse is sufficient to give one an idea of the Vassar girl's home that will serve as basis for further acquaintance with her.

Next observe the occupants of the rooms. Watch them, not when they are studying, but "between times." It is not college work we are interested in just now, but college play. Groups of merry students are gathered together, in the corridors, in the rooms, talking and laughing. Side by side they have worked all day, in the library, in the class-room, in the laboratory, and now they are recounting the days' experiences, telling its amusing incidents. There are some disappointments to be laughed away, some successes to be exulted over. Could there be better relaxation after a day of continued mental application than this little time of good comradeship?

But only a very small part of the Vassar student's spare time is given to mere conversation. For the Vassar girl is always busy, even in her play. How many claims there are upon her odd minutes! Class-work, committee-work, society-work—innumerable are the studies required of her, under the name of recreation. And recreation they are, indeed, in the sense of being the best possible rest and change from the regular work, but they are in no sense idle recreation. Busy and active and varied is the Vassar girl's social life, and of a character to brighten and lighten the routine of studies. The Sophomore and Junior parties, the opening of the "Senior parlor," that luxury of Seniorhood, the "Hall plays," five a year, the smaller "Chapter plays," every two or three weeks—these are but a few of the many festive occasions established by precedent, to which Vassar girls look forward with anticipation, year after year. Besides these somewhat formal festivities, there are the informal ones, more frequent, and often more enjoyable. Vassar spreads, as given by the Vassar girl of fiction, have acquired a fame, not wholly pleasing to the Vassar girl of fact. Very simple little affairs, quickly gotten up, at little cost—they are the innocent cause of the

stories about the reckless extravagance of the pleasure-loving Vassar girl. Not extravagance, but economy and ingenuity are encouraged by these self-same spreads, and the part they play in college life is in every respect a helpful, not a harmful one.

It must not be imagined that the Vassar girls are always selfish in their recreation, that all their spare moments are spent in adding to their own enjoyment. The Young Women's Christian Association, no less than Philaletheis, the great literary and dramatic society of the College, has its claim upon their time and ingenuity. The dressing of some three hundred dolls or so for New York Hospital children, the sending of flowers to the rag-a-muffins of Rivington street, the making of baby clothes for destitution in the same quarter—all this, and more, is done with the same enthusiasm that marks the getting up of "Hall" or "Chapter" plays.

MILL COVE LAKE ON THE COLLEGE GROUNDS.

These are the Vassar girl's indoor recreations. Meanwhile, the out-of-door world is not neglected by her. An hour's daily exercise is all that is required by that far-famed institution, "self-government," but even that is time enough for a walk to one of the near hills, where can be seen the distant Catskills in all their grandeur, or for a ramble through the "glen," thronged with wild-flowers in the spring-time, or for a row on the lake, which, though small, yet affords opportunity for the development of muscle. Then, too, there frequently come days, Saturdays, perhaps, when it is possible to disregard the limits of one's hour, and to go for a forenoon's or an afternoon's tramp. Vassar's out-of-door life constitutes part of its social life, for when is there an opportunity for a quiet talk with a friend so good as that afforded by an hour's walk? Or when a longer walk is planned, several companies of

twos may combine to form a larger, merrier group. And then, not infrequently, come those happiest of occasions, the all-day excursions, the drives to Lake Mohonk, or the trips down the Hudson, in companies large or small, inclusive or exclusive, as the case may be.

To a Vassar girl the thought of "ex." (some abbreviations are a necessity, in such a busy place!) always is a reminder of gymnastics, which from Thanksgiving to spring supplement her exercise in the open air. And she likes to be reminded of the new gymnasium, "built by students and alumni," of which she is so justly proud, for it is the finest women's gymnasium in the country. Do gymnastics come under the head of work or of recreation? The latter, by all means, is the Vassar girl's response, as she recalls her feats upon ladder and traveling-rings, and remembers the swimming-tank, her newest and most prized of playthings. The phrase, "physiculture for women," is worn out, but it brings only pleasant suggestions at Vassar.

THE VASSAR OBSERVATORY.

We have seen the Vassar girls as they live among themselves, but are they always confined to their own society; do they have no outside social life? Very little, nor do they feel the need of it. Throughout almost the entire year they live, a little community apart, with only occasional visitors from the outside world. But there are certain stated occasions when they may invite in a body all the friends they can muster. Such occasions are Philalethean Day and Founders' Day, when the College opens wide its doors and welcomes all who come its way; when the student's doff their work-a-day garb, don their party gowns, and prepare to act the part of hostesses. That they can do this successfully is testified by the reluctance with which the friends depart, the eagerness with which they look forward to another invitation to "Founders'" or to "Phil." Far too well, indeed, do they play their part, think some, as they look disapprovingly on the festive scene, search in vain for a stu-

dious face among the smiling countenances, and go away to spread the reports of the Vassar girl's frivolity and extravagance. Ah, but such people should wait a day, and see the students as they plunge with renewed zeal into their books, trying to atone for the time lost by one evening's gayety. Is it any wonder that on the two nights of the year when they can emerge from the retirement of their work, and meet outside friends, old and new, they should dress their prettiest, talk their gayest, laugh their merriest? Who would have it otherwise?

There is also a third occasion on which Vassar meets the outside world—that is, Commencement. But this is rather an opportunity for outsiders to see Vassar, than for Vassar to see outsiders. All her interest, at this season, is self-centered. All her own attention, no less than the attention of her friends, is turned to the graduation exercises of her senior class. Moreover, Commencement and Class-day, enjoyable though they are, do not belong to all members of the College alike, but are the special property, so to speak, of the graduating class. The Juniors are graciously allowed to march into the Chapel with the procession on Class-day, and have the privilege of "replying" at the Class-tree, and all the classes participate in the Class-day promenade; but, after all, the occasion belongs to the few, not to the many, and so cannot be classed with "Phil." and "Founders'."

These, then, are some of the little things that go to give the life at Vassar the attraction it possesses for all who enter it. According as these are ignored or exaggerated, is the popular idea of Vassar an erroneous one. They must not be forgotten, else the life of a Vassar student appears the dull, monotonous life of a "dig," a book-worm. But, on the other hand, let it be well borne in mind that they are only the "little things," and are wholly subordinate to the main element of student life—namely, hard, conscientious, unceasing work.

EDITH C. BANFIELD

MATTHEW VASSAR'S FIRST RESIDENCE IN POUGHKEEPSIE.
(From a painting by F. Rondel.)

Columbia.*

BY RUFORD FRANKLIN, COL., '86.

THE new "Scientific and Literary Course" was the first indication of a widening into more extended university work. It amounted practically to the establishment of various schools or departments within the college wherein were to be taught certain branches of work of a nature more practical and technical than those hitherto deemed pertinent to the usually severe classical curriculum of the institutions of the time; but there was, of course, no distinctive organization as such. The course was planned to cover three years and was intended to be a "complete system of instruction for young men designed for civil or military engineers, architects, superintendents of manufactories of all kinds, or for mercantile or nautical pursuits." Thus it will be seen that it was intended to be quite magnificent in its scope, embracing the teaching of many varied pursuits, extending even to that of the navigation of ships. In regard to this last, it may be noticed that the Trustees, at a meeting held in the early part of February, 1830, resolved to offer to the Navy Department of the United States, upon certain specified terms, the use of the college and its professors for the instruction of the midshipmen and other naval officers attached to the stations at New York and vicinity. Commodore Chauncey, who at that time was in command of the station embracing New York City, viewed the proposal with favor and duly communicated it to the Department at Washington; but the project, however, failed to be carried through. This was previous to the establishment in 1845, of the United States Naval Academy at Annapolis, Maryland, and was designed to fill somewhat the want later overcome by the founding of that institution.

It may be noted here also, that at the same meeting of the Trustees, a committee was appointed to confer with one on the part of the proposed New York University; but no agreement resulted from the conference. On February 3, the day following, a plan was approved by the Trustees, the details of which had been already, in an informal way, submitted to the Common Council of the city; and which plan, had it been agreed upon and carried out, would have made the college, to all intents, a city institution. In this case also, nothing of advantage resulted and the plan was dropped.

Applicants for admission to the "Scientific and Literary Course" were required to know French, be reasonably proficient in mathematics and have some geographical information. After admission they entered upon a course of studies selected from the regular curriculum, with French instead of the Classics, and the addition of chemical manip-

* Begun in December number.

DANIEL D. LORD, '39.

JULIEN T. DAVIES, '66.

REPRESENTATIVE COLUMBIA MEN.

JAMES JAY NAPES, '88.

ROBERT M. OLYPHANT, '42.

WM. FITZHUGH WHITEHOUSE, '60.

DUNCAN ELLIOT, '84.

APPLETON LESURE CLARK, '86.

WILLIAM FANNING, JR., '70.

WM. BARD MC VICKAR, '80.

REPRESENTATIVE COLUMBIA MEN.

LEONARD W. KIP, '56.

ARTHUR TURNBULL, '86.

GUSTAV KOBBÉ, '77.

ulation, assaying, book-keeping, perspective drawing and the use of water-colors, and technical drawing, "according to the intended profession of the student." The germ of a more thoroughly university system was in all this, as well as of the Scientific School afterwards started as the "School of Mines." It was a step in the right direction, but it did not meet with much support from the public. It was perhaps not sufficiently definite, undoubtedly not extensive enough to guarantee proficiency in the various branches it attempted to teach. Accordingly, the Trustees, in 1843, decided that it had been, as an experiment, useful in the lessons it taught though unsuccessful in apparent result. They decided therefore to abolish it, and in July of that year the statutes were revised and the course dropped after an existence of thirteen years. There was, at the time, not a single student engaged in it; and during the preceding two years there had been, in all, only four.

In the meantime, the regular, or "Full," course had been materially increased in scope, and various changes and additions made, in keeping with the advance of the country and the growth of knowledge. Algebra had been added to the requisites for admission, and the mathematical subjects of the Freshman year strengthened. The Sophomores were taught analytical geometry, descriptive geometry and linear drawing, mensuration, surveying and navigation; and they had a well balanced course in physics. Their English compositions were criticised by the professor in the presence of the class; and they were required to make a weekly analysis of their work in history. The Juniors were given practical astronomy with the use of instruments, chemistry applied to the arts, mineralogy and geology, and enjoyed lectures on English and

Modern Literature, "with references to authorities." The Seniors had calculus, mechanics, architecture, engineering, the history of philosophy, political economy, and, besides, attended lectures by Professor Kent on the constitutional law of the United States and on international law.

During 1835, two collections of minerals were purchased by the Trustees for the instruction of the students; and subsequently the State presented the college with a valuable collection of geological specimens. In the following year, both courses of study were enlarged, and an effort made in particular to define and extend the "Scientific and Literary Course," though, as we have seen, without successful result. The sum of ten thousand dollars was appropriated by the Trustees for the purchase of additional apparatus, as well as for adding to the library requisite books of reference and illustration.

It will be remembered that at the close of the Revolutionary War, measures were immediately taken to reconstruct the educational system of the State; that several acts relating to the college were passed by the Legislature, and that it was on the 13th of April, 1787 that the act was passed which changed the name of the college and placed it under government of its own Trustees. The semi-centennial anniversary of this important event therefore occurred on the 13th of April, 1837. During the fifty years, institutions of learning had been springing up all over the land; and among those founded during this period are found the well known names of Williams, Bowdoin, Union, University of Virginia, Hobart, Trinity, Amherst, Lafayette, Western Reserve, Wesleyan, University of the City of New York, Haverford, Oberlin, and the University of Michigan; while in the interim between the establishment of Kings in 1754, and the passing of the Act of 1787, Brown, Rutgers (first known as Queens), Dartmouth and Dickinson had begun their existence.

The occasion was felt to be worthy of great celebration; and adequate and dignified measures were adopted to mark the event as one of importance in the educational annals of the country. The President, Trustees, Professors, Alumni, students and friends of the college united in proceedings calculated to lend dignity to the occasion and give interest to the day. In the morning an imposing procession, composed of public officials, dignitaries from universities and colleges of other States, the Trustees and Faculty, and various societies and associations, formed on the college green and, robed in appropriate costumes and with flying banners, marched through some of the principal streets to St. John's Church, where the exercises were to be held. Odes in several languages, composed and set to music for the occasion, were sung, and appropriate religious services held. A poem was read, and an oration delivered by the Rev. Dr. Manton Eastburn, of the class of 1817, reviewing the history of the college. President Duer conferred, on behalf of the institution, a number of honorary degrees, among them that of Master of Arts on William Cullen Bryant, Charles Fenno Hoffman and Fitz Greene Halleck, that of Doctor of Laws on David B. Ogden, John Duer, and George Griffin, as well as that of Doctor of Divinity on a number of

prominent clergymen. The exercises were of a marked and memorable character. In the evening, the college, decorated and brilliantly illuminated, was thrown open for the reception and entertainment of a large number of invited guests, the President receiving congratulations in state. Nathaniel Parker Willis, writing of this, described it as "one of the most striking fêtes New York ever witnessed. The picture galleries and conservatories of half the town were laid under contribution to supply the plants, paintings and statuary with which the corridors and alcoves of the spacious suite of apartments were decorated; and the number of eminent literary and professional persons, mingling with the young sprigs of fashion and grave political characters of all parties, rendered the scene at once novel, animated and imposing." "Such reunions make the halls of learning," he enthusiastically adds, "serve a more beneficent purpose than mere pupilage in letters."

It will be fitting to note here the names of some of those eminent alumni who, being graduated in the interim since the time of our last enumeration of such, have by their after career added lustre to the fame of their Alma Mater. Among the many may be mentioned the Rev. Dr. William Creighton, who was elected Bishop of the Protestant Episcopal Church of the State of New York, but declined the office, Trustee of the college from 1828 to 1840; Ogden Hoffman, Member of the New York Legislature, District Attorney of New York City, Member of Congress, Attorney General of the State, Trustee, 1833 to 1856; Matthew C. Patterson, John Smyth Rogers, Egerton L. Winthrop, the Rev. Dr. Henry Anthon, Dr. John Brodhead Beck, Nathaniel Greene Pendleton, Member of the Ohio Senate, Member of Congress; Professor Charles Anthon, Robert G. L. De Peyster, Archibald Gracie, John Hone, Leonard W. Kip, Philip M. Lydig, John Lefferts Mason, Judge of the New York Supreme Court, Trustee, 1848 to 1853; James John Roosevelt, Member of New York Legislature, Member of Congress, Judge of New York Supreme Court; Frederic De Peyster, Master in Chancery, President of the New York Historical Society; the Rev Dr. Isaac Ferris, Chancellor of the University of the City of New York from 1852 to 1870; Samuel F. Steer, Speaker of Lower House, Louisiana Legislature; the Rev. Dr. Manton Eastburn, Bishop of the Protestant Episcopal Church of Massachusetts; Samuel L. Gouverneur, Member New York Assembly, Post master, New York City, 1828 to 1836; Daniel Phœnix Ingraham, Judge of the Court of Common Pleas of New York City, 1837 to 1857, Supreme Court, 1857 to 1874; Professor Henry J. Anderson, William Beach Lawrence, Lieutenant-Governor and Governor of Rhode Island; James Lenox, Dr. Andrew Hamersley, Richard L. Schieffelin, Thomas L. Wells, Trustee, 1837 to 1859; William Betts, Trustee, 1842 to 1884, Clerk of the Board, 1850 to 1874; Philip E. Milledoler, William Mitchell, Master in Chancery, New York, 1840 to 1843, Justice Supreme Court, 1850 to 1858; Peter A. Cowdrey, Corporation Counsel, New York City, 1840 to 1844; William Inglis, Gerrit G. Van Wagenen, Trustee, 1845 to 1858, Treasurer,

1849 to 1858; the Rev. Dr. Henry John Whitehouse, Bishop Protestant Episcopal Church of Illinois, 1851 to 1874; Adrian H. Müller, President Roosevelt Hospital, New York City; Dr. Alfred C. Post, John Lloyd Stephens, the Rev. Dr. William R. Williams, Trustee, 1838 to 1848; William F. Havemeyer, Mayor New York City; Benjamin Aycrigg, William Duer, Dr. William H. Ellet, John McKeon, Member New York Legislature, Member of Congress, District Attorney New York City; Anthony Lispenard Robertson, Surrogate New York City, 1848, Justice Supreme Court, 1860 to 1865, Chief Justice, 1865 to 1868; Charles E. Anderson, Robert Kelly, City Chamberlain New York City, 1856, Founder and President of Board of Trustees of Rochester University, Rochester, New York; Dr. Richard Lewis Morris, Thomas Swords, Colonel and Brevet Major General, United States Army; the Rev. Dr. Jonathan Trumbull Backus, President Board of Trustees, Union College; Hamilton Fish, Member of Congress, 1843 to 1845, Lieutenant-Governor New York, 1847 to 1849, Governor, 1849 to 1851, United States Senator, 1851 to 1857, President of the New York Historical Society, 1867 to 1869, Secretary of State of the United States, 1869 to 1877, Trustee since 1840 and Chairman of the Board since 1859; the Rev. Dr. John Murray Forbes, Dean of the General Theological Seminary, Protestant Episcopal Church, 1869; John H. H. Haws, Dr. John Clarkson Jay, Grenville Temple Winthrop, George Catlin, Robert Goelet, Dr. Alexander N. Gunn, the Rev. Dr. Benjamin I. Haight, Trustee, 1843 to 1879, elected Bishop of Protestant Episcopal Church of Massachusetts, 1872, but declined; Alfred Winfield Craven, Chief Engineer Croton Aqueduct, 1850; Robert Livingston Cutting, Hugh T. Dickie, Lewis C. Gunn, Henry Ledyard, Mayor, Detroit, Michigan, 1855, Member of Michigan Senate, 1857; Henry Cruse Murphy, Member of Congress, United States Minister at the Hague; Henry Nicoll, Abraham Bogart Conger, Robert Emory, President of Dickinson College, 1842 to 1848; Bradish Johnson, John Louis O'Sullivan, United States Minister to Portugal; Dr. Robert Watts, Henry T. Anthony, William L. Boyd, William Channing Russel, Philip Kearny, Brigadier-General, United States Volunteers, 1861, Major-General, 1862; Gouverneur M. Ogden, Trustee, 1849 to 1884, Treasurer, 1858 to 1884; Dr. Abraham G. Thompson, James W. Beekman, Member New York Legislature, 1848 to 1851, Trustee, 1875 to 1877; William Gracie King, John H. Riker, William H. Wilson, John Jay, United States Minister Plenipotentiary to Austria, 1869 to 1875; Anthony Halsey, Trustee, 1872 to 1879, Clerk of the Board, 1874 to 1879; John McMullen, Samuel Blatchford, Judge United States District Court, United States Circuit Court, Associate Justice of the Supreme Court of the United States since 1882, Trustee since 1867; and many others.

RUFORD FRANKLIN.

(*To be Continued.*)

BELOIT "CODEX."

Visions of the Past.

JOS. SEBASTIAN ROGERS, GEORGETOWN COLLEGE.

When shadows dim their darkness spread
  Upon the silent earth—
When winds, like voices from the dead
  Sigh round my lonely hearth—

Over the mystic span of years
  Swift fled, sweet memories rise
In semblance of the real, and tears
  Unbidden fill my eyes,

The smile—the laugh, of long ago—
  Forever flown and still
Then glads my heart—floats, and low
  As murmurings of a rill :

A glance—a word stored in my heart—
  Love's treasure-house forlorn—
Then thrill my soul and joy impart
  As in love's rosy morn.

Perchance the snatch of some old song
  Floats from the dear, dead past—
Brings back a thousand feelings strong
  Which life itself outlast.

And images of dearest things,
  From shadowy realms of thought,
Glide swiftly by on fancy's wings
  By fondest fancy wrought :

Again soft eyes look up to mine,
  A small hand seeks mine own,
And spangled stars that twink'ling shine
  Smile down from Heaven's zone.

Again the night winds softly sigh—
  Thro' linden boughs rejoice—
But ah, that murmur does not vie
  With one, low, thrilling voice.

The giant moon lifts bright and fair
  Over the misty sea,
But not its lustre can compare
  With a smile that beams for me.

Now hours had fled—the eve advanced—
  Spoken the sad "Good night",
And o'er the vale, as tho' entranced,
  A song floats dear, clear and light :—

THE SONG.

The moon is high within the sky,
  Pale clouds are in the west—
The brooklets flow, the breezes blow
  And lull the flowers to rest :

While chirping oft, in rhythms soft,
  From branches where they dwell,
To every mate the bluebirds prate—
  "Good night, but not farewell."

Thus when the midnight tempests scream
  Around my thatched door,
I start, and find 'twas fancy's dream
  Of all that is no more.

God's wisdom veils the future's pain—
  His love makes present sweet,
But ah, to live the past again,
  Is mercy most complete.

The American Society for the Extension of University Teaching.

BY FRANCIS CHURCHILL WILLIAMS, A. B.—UNIV. OF PENN.

WHAT is University Extension? people ask who have heard of the movement but have made no investigation for themselves. No better answer to such a question can be returned than the definition given by Richard G. Moulton, A. M., the well-known lecturer: "I define the root idea of 'University Extension' in the following simple formula: University Education for the whole nation organized on a basis of itinerant teachers. The term 'University' Extension has no doubt grown up from the circumstances that the movement in England was started and directed by the universities. This is not an essential feature of the movement. The London branch presents an example of a flourishing organization directed by a committee, though this acts in concert with three universities. I can conceive the new type apart from any university, only I should look upon this as a far more serious evil for the universities than for the popular movement.

"But I use the term 'university education' as distinguished from school education, being moulded to meet the wants of adults. It is distinguished from the technical training necessary for the higher handicrafts or for the learned professions. It is no doubt to the busy classes that the movement addresses itself. The foundation for University Extension is a change, subtle but clear, that may be seen to be coming over the attitude of the public mind to higher education, varying in intensity in different localities, but capable of being encouraged where it is least perceptible,—a change by which education is ceasing to be regarded as a thing proper to particular classes of society or particular periods of life, and is coming to be recognized as one of the permanent interests of life, side by side with such universal interests as religion and politics. University Extension is the university of the busy.

"My definition puts the hope of extending university education in this sense to the whole nation without exception. I am aware that to some minds such indiscriminate extension will seem like an educational communism, but in this, as in every other public benefit, that which each person draws from it must depend upon that which he brings to it."

It is but befitting, now, that we should open up to all an interest in intellectual pursuits. From the highest to the lowest all are crying for it; and, though, from some classes the cry goes up louder than from others, the desire is universal. Next to religion, education possesses an interest for man which outweighs all others. The interest is only dormant because of other factors which tend to prevent its growth. The Americans are essentially a busy race, and the desire for the almighty dollar is uppermost in their minds—as long as that dollar is necessary to their existence—for this reason education, in spite of its claims for

further recognition, has been stifled by those who must labor unceasingly to supply their daily needs. Education, moreover, is a growing interest with the public, and the experience of a few years has sufficiently demonstrated the possibility of arousing such interest; to make it universal is no more than a practical question of time, money and methods.

But no doubt when we come to *modus operandi* the main difficulty of the movement is the diversity of the classes it seeks to approach. Opposite policies have been urged. Some have said: "Whatever you do, you must never lower the standard." On the other hand it has been urged: "You must go first where you are most needed; be content with a makeshift education until the people are ready for something better. The movement has accepted neither of these policies, but has made a distinction between two elements of university training—method and curriculum.

The effort has been to make the methods more thorough than even the universities have done. In regard to the curriculum, however, the idea has been to adapt it to the peculiar wants of whatsoever class it may be intended. In accordance with this idea the three months' course of instruction in a single subject has been adopted. The method of such a course is conveyed by the technical terms, lecture, syllabus, exercises, class.

The lectures should be considered first.

The courses consist of from six to twelve weekly or fortnightly lectures, given during the three months before Christmas, called the First Term, or the three months after Christmas, called the Second Term, each lecture occupying an hour. The lectures are addressed to audiences as miscellaneous as the congregation of a church, or the people in a street car; and it is the duty of the teacher to attract such miscellaneous audiences, as well as to hold and instruct them. Those who do nothing more than simply attend the lectures will at least have gained the education of continuous interest; it is something to have one's attention kept upon the same subject for three months together. But it may be assumed that in every such audience there will be a nucleus of students, by which term we simply mean persons willing to do some work between one lecture and another.

The actual instruction, however, may be better obtained from reading, and so we have the syllabus, a document of perhaps thirty or forty pages, sold for a trifling sum. The syllabus assists the general audience in following the lectures without the distraction of taking notes, and guides the reading and thinking of the students during the week. The syllabus contains a set of "exercises" on each lecture. These exercises, unlike examination questions or "quizzes," are not tests of memory, but are intended to train the student to work for himself. They are usually done at home, and are often the result of advice from others, as outside help is allowed.

The class consists of a meeting at which an informal discussion between instructor and student is carried on. The personal element in

the class, the fact that the two, teacher and pupil, come together on equal ground, is considered of great value, and experience has sustained this belief. At the end of the course of lectures an examination is held by the lecturer, and only those students are admitted to the examinations who have attended the lectures and classes to the satisfaction of the lecturer, and have done such an amount of weekly paper work as the lecturer may have required. Certificates are awarded in connection with these courses to those who satisfy the lecturer in the weekly paper work, and pass the examination.

When this system, as explained, is carried out in its entirety, success has invariably been the result.

The student character of the University Extension is one which it has been sought to encourage, and, in England, the student associations, as they are called, have become a regular portion of the system. In this country a similar opinion as to their importance prevails, and their formation here is likewise receiving considerable attention. The association is formed under the guidance of the local committee, and though it has an entirely separate organization and usually is self-maintaining, can scarcely be said to be outside the ruling power of the committee. The association will be formed to preserve its general character as time passes, although the same students may not be in attendance two years in succession. The manner of study is varied, but the work done is usually upon the courses of lectures then being delivered.

The experience so far with students' associations has been very limited, but that it is an important and necessary part of the system, is acknowledged by all.

No portion of the work done is as important as that done by the student himself—that which his own ambition stimulates him to undertake. To foster this desire for home work a home study system has been inaugurated for solitary students, or those too far distant from any centre to share in the work. These additional methods of instruction are by courses of University instruction prepared by experienced teachers, printed and circulated. With these are a selected list of the latest and best text books of reference. These serve as guides to study. To those students who desire them, printed lectures on specific subjects are regularly mailed. Accompanying these are a series of questions, and it is insisted on that regular correspondence shall be carried on between the teacher and student. Examination papers and thesis are required of those taking the course, as in the university itself. There are various minor expansions of the idea, some in prospect only, others in working operation. What is desired is to bring the whole body of students in the country in close touch with each other, to direct desultory study by prescribing fixed curriculums and to encourage diligence by the constant supervision of competent instructors.

Such are the methods by which the movement would promote its ideas.

The American Society for the Extension of University Teaching, was organized to direct and govern this work in America. There have been various efforts made at different points to supply the want, all looking to a higher education of the people, and nearly all taking as their model, the plan first pursued by educators in England under the title of Extension Teaching. These attempts have met with various results. Not a few of them have been failures, while the exceptions which have been successful, have all lacked accurate information as to the correct methods of procedure. Nearly all promoters of Extension Teaching have felt this want and wished that it might be satisfactorily filled, but there has been no concerted action toward securing that which was lacking. The different institutions each met and battled with its own difficulties, preferring to solve the question for itself. The want was a common one, but the effort to supply it was not. Not only has this plan proved, in almost every case, futile, but it also has resulted in the expenditure of a great deal of labor and money, which might have been utilized to promote the cause in other ways.

The outcome of this single-handed struggle has been what might have been expected under such circumstances. In many places so little has been accomplished that many of those who undertook the work with high hopes of success, have been discouraged, and are inclined to look with suspicion on the whole movement. Those who have succeeded in the work have taken no pains to make their success known, and hence so far as any effect it may have on the progress of the cause, their success has not been so very different from a failure.

The time has now come for a concerted movement—a union of forces in meeting the obstacles which lie in the path to success. Three things are necessary to accomplish this. First, the colleges must be interested in the work ; second, the public must be made to recognize the advantages they possess ; third, some one plan of action must be utilized by all interested in the promotion of the movement. The most feasible means of doing this seems to be a national society for the promotion of the work. This society, while having no official connection with any particular institution, should try to secure the co-operation of all the institutions in the country. By the formation of branch societies it might contribute towards exciting a general interest in the public mind favorable to the cause, by publishing a journal which should be the organ of the national society, and the medium of communication between it and the local branches, it would have a most efficient means of collecting and publishing the results of experimentation in this field at home and abroad. This has now been done and the *University Extension*, a monthly journal, has recently made its appearance as the champion of the cause.

The American Society for the Extension of University Teaching is organized, and its success demonstrates the value of the lines upon which it is conducted. To carry on the work satisfactorily, however, large funds will be required. At present these funds are obtained from

the fees of members and from the voluntary contributions of friends of the movement. The annual fee has been fixed at $5.00 and the life membership at $50.

No great work of education along higher lines has ever been self-sustaining, in the ordinary sense of that term, and the society will be obliged to rely on the public spirit of its citizens, rich and poor, for funds to carry on the work. The small contributions of many people will provide ample funds, and the appeal is confidently made to all who believe in a broader and higher education of the masses to lend a helping hand to this movement.

FRANCIS CHURCHILL WILLIAMS.

The College Man in the Walks of Finance.

BY HARMON H. HART, A. B., LL. B.—N. Y. U., '70.

WHILE the title of this article covers a wide field, I shall limit the same to a brief statement of the number of men who are college graduates and members of the New York Stock Exchange. There are many members of that institution of finance who, while college graduates, I have not been able to place as among those who have enjoyed the benefits of a collegiate education, by reason of the fact of my inability to reach all of the eleven hundred members with my inquiries as to the college, if any, from which they may have graduated. The list of those whom I shall give are, for the most part, actively engaged in the stock exchange business, and make up to a large degree the busy, active men upon the floor of the Exchange.

Yale has as her representatives: Messrs. E. C. Stedman, the well known poet, Walter Brooks, Henry Hatch, Geo. T. Bliss, Thomas Denny, Arthur White, Richard Peabody, W. H. Brigham, Franklin Hopkins, F. D. Winslow, S. Van Vechten, and Brayton Ives, President of the Western National Bank, twice President of the Stock Exchange, and known throughout the world of letters and art for his zeal and taste as a collector of books and bric-a-brac.

Harvard's sons are represented by Messrs. L. C. Clark, J. J. Higginson, Jas. S. McCobb, Geo. R. Sheldon, Jas. H. Stebbins, Wm. H. Beadleston, F. T. Brown, Henry H. Crocker, H. M. Day, F. C. De Veau, Amos T. French, Walter Mackay, A. C. Tower, Amory G. Hodges, one of the Governors of the Exchange, Lawrence Jacob, A. B. Twombly, Henry W. Poor, the well known author of the invaluable book of information and reference "Poor's Manual of Railroads," Truman Heminway and R. S. Sauzade, composing the firm of Heminway & Co., both graduates of the same class and members of the same fraternity, thus showing how strong college and society ties can be.

Columbia's graduates are: W. B. Lawrence, one of the Governors of the Exchange, E. Bement, John V. Bouvier, Edwin W. Gould, F. Henry, Leonard White, Jr., V. A. Blacque, R. Waller, Jr., Bradford Duff, Geo. Post, E. Randolph, H. Groesbeck, T. H. Walter, E. L. Burrill, E. H. Wales, Geo. Parsons, Valentine Hall, last year's lawn tennis champion, and Jas. Weeks, one of the patriarchs, being of the class of 1856, and now, and for many years, one of the Governors of the Exchange.

The University of the City of New York claims as her sons: W. L. Bull, twice President of the Exchange, W. Williams, Geo. S. Hendrickson and Harmon H. Hart.

Princeton's representatives are: T. S. Young, Jr., A. B. Baylis, Jr., W. Baylis, Geo. B. French, J. F. D. Lanier, D. Henry Smith, Pliny Fisk.

Union's representatives are Willam T. Merideth, author and poet, who during the war of the rebellion was secretary to the late Admiral Farragut on board the flag ship Hartford, and H. Knickerbocker.

Trinity's representatives are: W. C. Sheldon, Jr., Jas. S. McCobb and W. V. Chapin.

The College of the City of New York is represented by Franklin W. Gilley, W. S. Alley, Alfred Mestre, H. Noble and John T. Denny.

Jefferson College's representative is L. D. Alexander.

University of Rochester's representative is C. J. Townsend.

Knox College's representative is Stephen V. White, ex-Congressman.

University of Pennsylvania's representative is E. R. Dick.

Troy Polytechnic's representatives are Y. Martinez and A. V. de Goicouria.

Bowdoin's representatives are: Fordyce D. Barker and Edward P. Mitchell.

St. Francis Xavier's representative is L. H. Amy.

Williams claims as her sons Cyrus W. Field, Jr., F. H. Wing, J. B. Metcalf, A. M. Day.

The College secret societies are well represented, being made up as follows: $Z\ \Psi$, nine; $\Delta\ K\ E$, eleven; $A\ \Delta\ \Phi$, one; $K\ A$, one; $\Phi\ K\ \Sigma$, one; $\Delta\ \Psi$, seventeen; $\Psi\ \Upsilon$, five; $\Delta\ \Upsilon$, one.

The profession of law has its votaries among the members of the Exchange whose names appear herein. Stephen V. White, Brayton Ives, J. B. Metcalf, Alfred Mestre, H. H. Hart, are members of the Bar.

H. H. HART.

College Affiliations of the Members of the University Club, N. Y. City.

NON-RESIDENT MEMBERS.

M.

McNeille, Robert G. S....Y., 63—Oct. 5, 1887—Bridgeport, Conn.—A. B., B. D.

Mac Veagh, Franklin.....Y., '62 Nov. 26, 1879—Chicago, Ill.—A. B. —Psi U.—Skull and Bones

Mac Naughton, James....Y., '71—May 7, 1884—Boston—A. B.—Psi U.

Magee, George J.....P., '60—May 10, 1879—Corning, N. Y.—A. B.

Markle, George B.....Apr. 1, 1885—Portland, Oregon—A. B.

Markle, John.....Lef., '80—Jan. 6, 1886—Hazleton, P.—M. E. —T. D. Chi.

Marquand, Allan.....P., '74—Feb. 11, 1881—Princeton, N. J.—A. B., Ph. D. (Johns Hop.)—L. H. D. (Hobart).

Marsh, Edward S.....B., '79—Nov. 6, 1889.

Marsh, Othneil Charles...Y., '60—May 10, 1879—New Haven, Conn.—A. B., A. M., Ph. D. (Heidleberg), LL. D. (Harvard)—Psi U., Phi B. K.

Mason, Edward G.....Y., '60—Oct. 3, 1888—Chicago Ill.—A. B., A. M.—Psi U., Scroll & Key, Ph. B. K.

Mason, William .....Y., '72 (Hon)—Dec. 3, 1884—Orange, N. J.—Mus. D.—D. K. E.

Maurice, Charles Stewart..W., '61 Feb. 1, 1888.

Merriam, William R.....Nov. 8, 1882—Athens, Pa.

Meyer, George von L.....H., '78—Feb. 4, 1885—Boston—A. B.

Mifflin, George H.....H., '65—Oct. 8, 1885—Cambridge, Mass.—A. B.—D. K. E., A. D. Phi.

Miles, Charles A.....H.,' 53—May 10, 1879—Brattleboro, Vt.—A. B., A. M.—D. K. E.

Miley, John.....Oct. 1, 1884—Marion, N. J.—A. B.

Miller, Leverett S.....Oct. 2, 1889.

Mills, Arthur.....H., '72—Oct. 1, 1884—Boston—A. B.—D. K. E.

Minot, George R., Jr.....H., '72—June 5, 1882—Boston—D. K. E.

Moorhead, Frank Turner..Y., '78—Nov. 7, 1883—Pittsburgh, Pa.—Ph. B.—D. Psi.

Moorhead, William E. C...Y., '78—May 10, 1879.

Morgan, John B.....C., '64—Nov. 4, 1885—Paris, Francc—A. B., A. M., S. T. D.—Psi U.

Morison, Ernest N.....H., '70—May 4, 1887—Baltimore, Md.—A. B.

Morrison, William H.....W., '65—June 8, 1882—London, Eng.—A. B. —D. Psi.

Morse, G. Livingston.....C. C. N. Y., '63—May 10, 1879—Yonkers, N. Y.—A. B.—A. D. Phi.

Morse, John T., Jr.....H., '60—Apr. 15, 1880—Boston—A. B.—A. D. Phi.

Movius, Edward H.....Ham., '78—June 5, 1884—Buffalo, N. Y.,—A. B.

Mulin, Joseph.....U. '63—Mar. 3, 1886—Watertown, N. Y.—A. B.

Munroe, John..... H., '71—Dec. 6, 1880—32 Nassau St., N. Y. —A. B.

N.

Nason, Henry B.....A., '55—May 3, 1883—Troy, N. Y.—A. B., A. M., Ph. D. (Goett, '57), M. D. Union, LL. D. (Beloit)—Phi B. K.; D. Ph.

Neilson, James..... .....Rut., '66—Apr. 5, 1882—N. Brunswick, N. J. —A. B., A. M., LL. D. (Ham. '69)—Phi B. K.

Newel, Stanford.....Y., '61—May 15, 1880—St. Paul, Minn.—A. B. —Skull & Bones.

Nicholson, John R.....Y., '70—May 5, 1882—Dover, Del.—A. B.

Norcross, Grenville H.....H., '75—Nov. 4, 1885—Boston—A. B., LL. B. —Phi B. K.

Noyes, William.....H., '81—Nov. 7, 1888.

Nye, Charles F.....H., '70—Aug. 1, 1881—Walden, Mass.—A. B. —D. K. E.

O.

Ogden, Richard.....C., 82—June 5, 1884—Milwaukee, Wis.—A. B.

Oliver, George T.....Beth., '68—Dec. 1, 1886—Pittsburgh, Pa.—A. B.

Osborn, Henry F.....P., '77—May 10, 1879—Princeton N. J.—Sc. D.—Amer. Whig.

Osgood, James R.....Bowd., '54—May 10, 1879—London, Eng.

P.

Page, Henry D.....H., '78—Dec. 2, 1885—Boston.—A. B.—A. D. Phi, D. K. E.

Pardee, Israel P.....Oct. 4, 1885—Stanhope.

Park, Roswell.....U., '31—Oct. 3, 1888—Chicago, Ill.—D. D.— Phi B. K.

Parker, Richard W.....P., '67—Oct. 16, 1879—Newark, N. J.

Parrot, Richard D. A.....Y., '74 (Hon.)—Nov. 6, 1881—Ph. D.—Delta Psi.

Paul, Lawrence T.....U. of P., '74—Oct. 24, 1881—Phila., Pa.—D. Psi.

Payson, Gilbert R.....H., '82—Oct. 8, 1885—Waterbury, Mo.—A, B. —A. D. Phi.

UNDERGRADUATE WITTICISMS.

AN ADAMLESS EDEN.

MR. ADAMS—"You don't mean to say that you have to carry all your letters into town from the college.

MISS POUGHKEEPSIE—"Yes, indeed; they are so strict at Vassar, that they won't even allow a mail box on the grounds.—*Yale Record.*

A Mystery.

They sat in the hammock at evening
When the shadows were thickening fast,
Thinking more by far of the present
Than of the future or past.

From inside through the open window
Came her mother's voice gently calling,
"You ought to have something around you,
For the dew is rapidly falling."

Neither he nor she had shawl or cloak,
Nor aught else that any could see;
Now, how could she truly answer back,
"O, mama, I have lots around me?"

—*University Quarterly.*

HIS WEALTH THE CAUSE.

BADDE—What do you suppose makes old Cashe so hard hearted?

LUCKE—His chest's full of rocks, I guess.

A New Version.

The teacher whacked the boy, one day
Who disobeyed the rule,
The scholars did not laugh nor play,
To see that lamm in school.

—*Harvard Lampoon.*

A Lovely Scene.

We stood at the bars as the sun went down
Behind the hills on a summer day;
Her eyes were tender and big and brown;
Her breath as sweet as the new mown hay.

Far from the west the faint sunshine
Glanced sparkling off her golden hair;
Those calm, deep eyes were turned towards mine,
And a look of contentment rested there.

I see her bathed in the sunlight flood—
I see her standing peacefully now;
Peacefully standing and chewing her cud,
As I rubbed her ears—that Jersey cow.

—*Harvard Advocate.*

"Now you're twenty-one, Tom, I suppose you'll be going in for matrimony?" "No—spell it with a P."—*Harvard Lampoon.*

Ode to a Wild Rose.

Wild rose the mountain above him,
Wild roes upon it were leaping,
Wild rows of potatoes grew there,
Wild rows the boatman beneath it.

—*University Cynic.*

The leader of the glee club agrees with S. T. Coleridge:

Swans sing before they die: 'twere no bad thing
Did certain persons die before they sing.

—*Allegheny Courant.*

No Wonder.

"No wonder me darling is cross-eyed,"
Said love-sick young Pat to his mother,
"For both of her eyes are so pretty
That each wants to look at the other."

—*Brunonian.*

SMALL BOY—"Mamma, will all of me go to Heaven?"

MAMMA—"No, dear, your body will not go to Heaven, but your spirit will."

SMALL BOY—"Do you mean just my legs, and arms, and head, mamma?"—*Wellesley Prelude.*

How Strange.

She rode a wheel; he rowed a boat,
And sometimes they'd exchange a call;
But though she often rowed his boat,
He could not row her wheel at all.

—*Rutger's Targum.*

Only a boy,
A pair of skates,
A hole in the ice,
The golden gates.

—*Harvard Lampoon.*

A Surprise.

When Nell and Jack came home last night,
They sat alone without a light,
Like cooing doves in a downy nest,
Believing all the folks at rest.

But papa, spoiling for a fight,
Brought in, quite suddenly a light,
And seeing all, he said, "Young Miss,
What attitude, I pray, is this?"

'Twas then that Nell hung down her head,
And, deeply blushing, sweetly said,
"Why, papa, dear—don't think I'm rude—
I just told Jack '*beatitude.*'"—*Brunonian.*

"That man makes me sick."
"Why?"
"He always disagrees with me."

—*Yale Record.*

A Senior's Refrain.

"The world owes me a living."
"Perhaps, my friend, and yet
'Tis one thing to assert the claim,
Another quite to scoop the debt."

—*Bowdoin Orient.*

"Are you a drummer?" queried the storekeeper. "Yes," was the reply. "And what do you drum?" "Everything you can possibly want," replied the salesman eagerly. "Then beat a retreat," growled the proprietor, whistling for his bull-dog.—*Yale Record.*

A Greek Letter Tragedy.

Yesterday I ate mince Pi;
Pain soon made me moan and Psi.
Yet I think the pie was Nu,
For I heard the mince meat Mu.

—*Brunonian.*

Phew!

It was dark in the hall,
And I thought it was Sue!
They're equally tall—
It was dark in the hall—
But I knew by her squall
That I'd gone and kissed Prue!
Alas! It was dark in the hall,
And I thought it was Sue!

—*Red and Blue.*

Blind Love.

[SHE THINKS.]

My darling is wounded and angry, I fear.
He writes to me, "Negligence caused by a tear."

[HE THINKS.]

By thunder! I wonder if Bessie will care,
I wrote to her plainly I'd been on a tear.

—*Brunonian.*

Peripatetic.

The University Law School in consequence of large accession to the force of its faculty, which now includes four professors, who after the opening of the session, Oct. 15th will give daily lectures and six special lectures, has determined on a new departure. Any Bachelor of Law or member of the bar may enter for one to four afternoon hours each week. When he shall have completed four subjects, he becomes Master of Law.

Miss Susan B. Anthony is authority for the statement that there is a project on foot to build a university in Rochester, which shall be co-educational. She seems to consider that the daughters of the workingmen are unjustly treated in having no such means of higher education as are enjoyed by the wealthier students of Cornell and Wellesley.

Miss Anthony's scheme is doubtless excellent, will probably appeal to many good people, but one wonders, if this is not after all the field the university extension movement seeks to cover.

By the generous gift of $10,000 from Mrs. Rotch of Boston, it has now become possible for Harvard University to make a long-needed addition to its laboratories and class halls—a two-story building 40x50 feet, thoroughly equipped with the necessary appliances for practical and experimental work in mechanics and electrical science. The University will thus be enabled to offer a series of courses in electrical engineering, a long-felt want on the curriculum.

It is interesting to observe that of late years the undergraduate course has been regularly reinforced, in the senior year by the arrival at Cambridge every autumn of a very fine class of men who have graduated at smaller colleges. In many instances such gentlemen are finding out that, by adding a fifth year at Harvard to the course of study which they have pursued elsewhere, they gain a substantial advantage for themselves. Harvard receives in this way a set of students whose presence with her own undergraduates, who have been spending three years at Cambridge, is in almost every way an advantage to them. Nothing tends so much to break up the ridiculous isolation in which Cambridge boys are apt to shelter themselves as the presence of fine fellows from all parts of the country, who have won their spurs in what were once derisively called "shingle colleges," and first-rate advantages. It is to be hoped that the elasticity of the Cambridge course may be so generally known, that more and more such young men may avail themselves of such an opportunity.

It is an interesting fact that of the 345 colleges and universities reporting to the National Bureau of Education at Washington, 204 are co-educational. The same thing may be said of 38 out of 48 schools

of science endowed by national land grant. Women at present constitute 55 per cent. of the undergraduates in this country.

An interesting feature of the recent commencement at Harvard was the awarding of a double degree—A. B. and A. M.—to two members of the graduating class. These gentlemen, Mr. Hugh Tallant, of Roxbury, and Mr. Carroll Neidé Brown, of Cambridge, took the A. M. in course after four years of study. On the regular system of study at Harvard five years at least is required to win the master's degree, but by the scheme recently adopted electives may be so chosen that the A. B. may be taken in three years and the A. M. in four. This, however, requires extra work to be done, and done well, before a student is counted worthy to obtain the exceptional honor. When we consider that Mr. Tallant has been among the most prominent athletic men during his whole four years in college, and most of that time the manager of the Harvard Lawn Tennis Association, we note with pleasure another exemplification of the fact that athletics and scholarship are in no sense incompatible, but eminently well mated.

Prof. Felix Adler has at last partially encompassed the realization of one of his dearest schemes —the founding of a school for the study of ethics and comparative religion. He has had this summer an assembly at Plymouth, and has attempted to treat these subjects. It is evident that the cause of right and religion can only be advanced by being carefully and scientifically studied, and those who love truth for truth's sake will welcome any such school as this.

Delta Chi is the name of a new law fraternity founded at Cornell University during the Fall of 1890. Its membership is confined to students of regularly incorporated law schools of recognized standing. The badge is a monogram, with the letter Delta upon the letter Chi. There is but one other Greek letter fraternity wherein membership is confined exclusively to law students. Delta Chi's Cornell Chapter numbers twenty-eight, and its members rank high in scholarship. A majority of the law school honors were taken by Delta Chi. Chapters have been instituted in some of the other law schools. The fraternity will enter several of the leading law schools in the near future.

Genial and enthusiastic as ever, Eugene Van Schaick (Col. '87) returns with his flock of Manhattan athletes from Europe in a blaze of glory, with enough prizes to start a small Gorham company. His good-humored smile seems to have broadened perceptibly since he entered the pole-vaulting competition in Paris, on the spur of the moment and without previous training, and snatched the $50 prize from the astonished Frenchmen.

Lieutenant Van Schaick joined the Manhattan Athletic when there were not more than 35 members, and has done as much as any man in it to make it what it is to-day. He has long been a Governor in it.

President George W. Carr, the prime mover and leading spirit in it, is also a college man, having graduated from Brown University, in 1871.

It seems sadly significant that during the present spring and summer, four prominent college athletes, Shaw, Lamar, Brokaw, and lastly Herbert Mapes, should have met with an untimely death from drowning. Over confidence seems to have been the immediate cause in each case, stength too far tried, having at last failed. The fine character of every one of these men is in itself a noteworthy fact.

Lingering a moment in a parlor of the New York Hotel I was struck with the courtly attentions of a middle-aged man to his venerable father, whose snowy hair and beneficent face recalled the gentlemen of the old school.

It was Sydney V. Stratton, the architect, and one of the University Club library's most familiar figures.

Reserved in his manner towards acquaintances, widely-traveled and observant, he is one of the warmest and most interesting of friends.

To the quiet little hamlet of Hyde Park-on-Hudson, which has been owned and settled by aristocratic people from the time when it formed part of the Nine Partners' Patent, more than two hundred years ago, my wandering thoughts carried me to one of those scenes of tranquil beauty which mark our lives with a white stone.

A little stucco church nestled deep among the whispering pines that had carpeted its approaches with sweet-smelling needles, bore the marks of Mr. Stratton's taste and his nature as well.

Sacred to generations of Bards, Livingstons, McVickars, Langdons, Stoutenburghs, Roosevelts, Astors and Newbolds, and a host of those whose names are by-words in our social life, his skill and his love for the church added graceful touches to this house of worship with the little fund appropriated for it by the generosity of his friend Archibald Rogers.

Last, perhaps, of the lords of that manor to come upon the scene, Archibald Rogers (Yale, '73) has been acquiring year by year acres upon acres of the old estates, and added them to his paternal possessions. He has beautified them as he went until the face of the country bears the look of a park, and the snake will not tarry there more.

I was amused in reading the highly colored sketch of the Ladies' New York Club in the current *Cosmopolitan*. It was my privilege to visit it some months ago and learn about its internal workings. It *is*, to all appearances, like a "man's club." The one very essential difference, however, is that it has no Committee of Admission or House Committee and is run body and soul by one good lady, who says with startling candor and naiveté: "Deliver me from committees of women!" and is herself a committee of one to act in both capacities, making use of the names,

largely for her own interests, of such cultivated and intellectual people as Mrs. Archibald Alexander, Mrs. F. Arnold, Mrs. Auerbach, Mrs. John Benjamin, Mrs. Bartlett, Mrs. Chandler, Mrs. Cornell, Mrs. Colgate, Mrs. De Witt, Mrs. Duval, Mrs. Grinnell, Mrs. Ives, Mrs. Jay, Mrs. Edward King, Mrs. Colden Murray, Mrs. Ogden, Mrs. Pellew, Mrs. F. Le Roy Sotterlee and Mrs. Winthrop.

I could not help wondering how long before these good people would have their eyes opened to the desirability of incorporating and organizing what is really a noteworthy success, and could be thereby immediately converted into a common-sense society fad.

Apropos of clubs, the new club-book of the Rockaway Hunting Club, at Cedarhurst, discloses the fact that it has probably a larger proportion of college-bred men among its members than any club in the country outside of a university club—54 out of a membership of 128.

The membership being notably an aristocratic one, an election to it is no easy matter.

Its popular President, Clifford Tower, is a Harvard man, as are also the Secretary, Dr. F. Tilden Brown, and the Treasurer, John Eliot Cowdin.

The latter is the surest shot and one of the most fearless polo players in the country, dividing honors with Foxhall Keene, also a Harvard man, and John D. Cheever, Trinity, '81.

The crimson also numbers among the members George H. Adams, of the House Committee, H. C. Andrews, C. C. Beaman, Middleton S. Burrill, H. D. Cheever, Louis C. Clark, W. N. Goddard, Sam. P. Hinckley—one of the largest land owners in Cedarhurst, Amory G. Hodges, Leonard Jacob, Foxhall Keene, J. A. Murray, Richard and Walter Trimble, the latter Chairman of the Tennis Committee, W. Watson, Jr., and J. H. Smith.

Columbia is well represented in H. D. Babcock, Fordyce Barker, V. A. Blaque, H. P. Case, F. B. Cutting, W. P. Dixon, Robt. Ferguson, Giraud Foster, Eugene Higgins, Eugene Lewis, Daniel, Dan. D., and F. B. Lord, E. S. Rapallo, Winthrop Rutherford, Frank Storrs, W. K. Thorn, James M. Waterbury, J. H. Harper, Wm. Manice, W. G. Eliot and Edgerton L. Winthrop.

Among the members from other colleges I should mention genial Allan Campbell, A. Butler, Duncan and J. Betts Metcalf.

Yale's end is ably kept up by that leader of merriment in a dozen clubs, Dr. David L. Haight, the Chairman of the House Committee, and smiling "Dick" Peabody,

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The house, one of the best country club houses in the country, is beautifully located, in well kept grounds, with a fine view of the sea, and a model polo field. It contains 20 bedrooms, delightful lounging rooms, and everything to gladden the heart of a pleasure-seeking gentleman.

The application of the Princeton football team for the privileges of

the grounds for a few weeks this fall is now under consideration by the officers of the club, and will probably be granted.

The friends of Professor Albert H. Chester (Columbia School of Mines, 1868), who has accepted an election to the chair of chemistry in Rutgers College, will welcome as a fitting memorial of his twenty-one years' of labor for Hamilton College the excellent portrait that comes from the studio of Mr. Albert W. Curtis, of Buffalo. It is an admirable example of the art of portraiture, and it will help to strengthen the ties of good feeling that have so long existed between College Hill, and Rutgers College.

I note with no little pleasure the election of Prof. W. S. Chaplin, of Harvard, to the presidency of the Washington University of St. Louis. The institution, which is one of the oldest and one of the leading colleges of the West, has had no presiding officer since the death of the late William Greenleaf Eliot, D. D. (H. U., '34), who was one of the pioneers of that city, one of its most revered and noted citizens, and a near kinsman of Pres. Eliot of Harvard and Ex-Pres. Eliot of Trinity. It was largely due to his energy and ability that the State of Missouri was saved to the Union. Pres. Chaplin is a graduate of West Point and one of the ablest of the professors of the Lawrence Scientific School of Harvard. He was Dean of that department.

Almost simultaneously comes to me the announcement of a new president of Hamilton College. In this instance the trustees have selected one of their own body and a layman, the Hon. Horace B. Silliman, LL.D. (Union,'46) of Cohoes, N. Y., who has been a trustee of the college since 1885. He has done much for the institution in the past, having given the Y. M. C. A. building and contributed to the funds of the college, and if he accepts the presidency, will fulfill, I am confident, the best expectations of those who have imposed upon him the duties and honor of that office.

The days of the Latin alumni catalogue are numbered, I am glad to hear. Harvard has clung to it with great persistency, but changed last year and her new catalogue has been a source of great gratification to her alumni and friends alike. One of Princeton's trustees remarked that the next issue of their publication would also appear in English.

When visiting Williams last spring I was told that it was commonly accepted as a fact that the beautiful Morgan Hall, the dormitory presented by the late Governor E. D. Morgan, had been built for about $75,000 and the balance of the $100,000 had been appropriated by the college to increase the general fund of the college. I am glad to be able to deny this piece of petty scandal.

I was told by Mr. Cady, the architect of the dormitory, that Gov. Morgan had absolutely laid aside $100,000 for the purpose and remarked that if the building could be built for a less sum it would enable him to leave the balance in

the hands of the trustees to be used as a fund to maintain it in proper condition. The result was very gratifying to Mr. Morgan, when the building was handed to the college complete, and this fund in cash amounted to more than $20,000.

In this issue we give a biographical sketch of Austin Abbott, LL.D., the recently elected Dean of the Law School of the University of the City of New York. There is a fitness in the subscribing of this sketch by Chauncey B. Ripley. "Dr. Ripley," says the *University Quarterly*, "is an honored alumnus of the Law Department of the university, and has proved for many years a most tireless worker in promoting its interests." He pursued his law studies at that school while the late Benjamin Vaughan Abbott was a professor there, being at the same time a student in his law office. Since his graduation he has continuously occupied some official connection with the school and was for several years president of the Alumni Association. His relations with the subject of the biography, all this time, have been intimate, and years ago he suggested that Dr. Abbott ought to occupy a chair in the faculty of that department.

Professor Royce, of Harvard, discusses the "Present Ideals of American University Life," in the September *Scribner's*, making a vigorous plea for the raising of University standards.

The following articles in the *Forum* are calculated to interest University graduates: "Present Problems in Education," by Rev. Henry A. Coit, D. D.; "Ideals of the New American University," by Pres. David S. Jordan, of the Leland Stanford University; "Technological Education in the United States," by Prof. H. W. Tyler, of the Massachusetts Institute of Technology; and "A Review of the Higher Education of Women," by Mrs. Alice Freeman Palmer.

"Chinese Secret Societies" (not *fraternities*) is the attractive title of one of the best articles in the September *Harper's*.

$15,000,000 is a good deal to pay for a four years' course in college. And yet this is the sum which it cost the family of Col. Samuel Fowler, some years ago, to send the Hon. Samuel Fowler, the present representative in Congress of Sussex County, N. J., through Princeton. And the way of it, as runs the story, was this: The young man wanted to go to college, and though Col. Fowler had been a man of large means, his family could not afford the necessary money. There was a famous buckwheat field on the Fowler farm. The late Mr. Moses Taylor offered a few thousand dollars for it. The field was sold. Mr. Fowler went to college, and Mr. Taylor presently owned one of the richest zinc mines in the world. Some expert mineralogists had reported upon it before its sale to Mr. Taylor.

If the late lamented Horace Greeley, in place of his famous dictum, had said, "Have a specialty, young man; have a spec-

ialty," the wild and wooly West might have had fewer inhabitants, but college graduates would have blessed his memory more. Mr. Gifford Pinchot (Yale, '89), however, is one of the first Americans to make a business of "Forrestry." Sent last spring to investigate the possible reclamation of wild lands in Arizona, his report just published will attract wide attention. In the meantime Mr. Pinchot is amusing himself, I am told, hunting poachers on his father's princely farm at Milford, Pike Co., Pa.

Mr. James R. Ely (Yale, '82) is the possessor of probably the only town house situated in a purely country district in America. It is of brick, "high stooped," like the ordinary New York house, was originally built by a Hollander to induce his wife to live in the country, adjoins Col. Cruger's Idlesse farm, and is on Long Island Sound, near Glen Cove.

Charles DeGamo, Ph. D., Professor of Philosophy and Pedagogics in the University of Illinois, was elected President of Swarthmore College on September 8th. It is understood that Dr. DeGamo has accepted the position.

Glancing over a Brooklyn journal, my eyes were gladdened by a contribution from the general litérateur of Yale's famous class of 1853, Mr. Charles T. Catten, giving an account of the European trip from which he has just returned.

The term "post graduate," we hear so often nowadays as applied to one doing work in college after graduation, is, properly speaking, a misnomer. It is sufficient to say "graduate student." Graduate is an adjective-participle, indicating that one has already been *graduated* or given a degree by a university, and of itself marks the point which a superfluous *post* does not render any more distinct.

The resignation of Prof. Arthur S. Hoyt, who has accepted a chair in Auburn Theological Seminary, was accepted by the Trustees of Hamilton College, and Prof. Clinton Scollard, who has been assistant professor in the department of rhetoric and elocution, has been advanced to his place. Professor Scollard's reputation as a graceful poet is increasing every year. He was graduated from Hamilton College in 1881.

Probably few men are better fitted by taste and training for the professor's life than Mr. W. C. Thayer, who graduated from Columbia in '76. He spent the next two years in Germany, at the Universities of Göttingen, Bonn and Heidelberg; then held a Fellowship in Linguistics at Johns Hopkins for two years; was Professor of Mathematics and Chemistry at Hobart College for a year, and has been teaching school at Baltimore with great success for the last two years or so. His name was prominently mentioned for the Professorship of the Romance Languages, at the University of Mississippi, when the position was vacant at the beginning of this year.

Bryn Mawr College.

BY ESTELLE REID, BRYN MAWR.

HOW many people are there, not immediately connected with collegiate work, who know that ten miles from Philadelphia, in the lovely little village of Bryn Mawr, there exists the only college for women in this country whose standard equals that of the highest colleges for men? Wellesley, Smith, Wells and Vassar are well known names, and the popular idea of a college girl is founded on their students, yet not one of these colleges can boast of a standard equal to Bryn Mawr's.

A pessimist might say that the very height of her standard is one reason why Bryn Mawr is not so well known, since the difficulty in entering the college would necessarily limit the number of students, and thus prevent a widespread knowledge of the place. To a certain extent this is so. The entrance examinations are very exacting, and require an amount of preparation few girls are willing or able to give, but Bryn Mawr does not desire to become a popular college, if she can win popularity only by lowering her standards.

The position of Bryn Mawr among women's colleges is unique. It was founded only six (6) years ago by Joseph W. Taylor, a Quaker, who was convinced of the ennobling and elevating influences of an institution for women which could give them "all the advantages of a college education that are so freely offered to young men." After careful investigation of the systems of the women's colleges then existing, a plan of study and social life was adopted, different from that of any of those institutions.

The plan of study was taken from the Johns Hopkins University group system. This plan, as carried out at Bryn Mawr, leaves each student free to follow, with the exception of a few required studies, any course she chooses, but her choice must meet the approval of the Dean.

The theory that every college should encourage athletics, and should provide a chair of physical culture has been carried out at Bryn Mawr. The students are required to attend gymnasium, at least on an average of twice a week, and if they fail to do this they are conditioned in this branch.

It may be said in this connection that such an interest in athletics is taken by the students that at a recent meeting of the Undergraduate Association a motion was passed to realize that long-cherished dream, an athletic association of the principal women's colleges, and the first meeting of this association will probably be held at Bryn Mawr next spring.

The life of the college is more like that of a university than the life of any other women's colllege we have. At Bryn Mawr there are abso-

lutely no rules. The girls are credited with sufficient good sense and honor to live without them, and the students are very proud of this exemption. There is, in fact, a very severe unwritten code of deportment among the girls, any infringement of which is judged very sternly. Everything is done by the faculty to impress the students that college is not a place to throw off the conventional social decorum, and indulge in the Bohemian ways which are unfortunately associated so frequently with college life for girls. There is a lady at the head of every hall, whose duty it is to chaperone the girls when needed, and to care for their health and comfort. Miss Carey Thomas, the Dean of the Faculty, is largely responsible for the whole idea of the social life of the college. She encourages the girls to arrange their rooms and dress as carefully and as prettily as possible, and does all she can to keep a gracious, womanly ideal before them. By her example she shows the students that higher education, rightfully understood, does not take from woman her peculiar charms, but adds to her other attractions the indescribable grace of intellectual culture; that it does not give a futile development of abnormal faculties, but the power to help others and herself by the deeper sympathy that springs from broader knowledge.

The custom of wearing the Oxford cap and gown has been introduced at Bryn Mawr with great success. It is a very pretty sight on a warm spring day to see the girlish figures walking arm in arm over the campus, with the black gowns fluttering back from their light dresses, and the dignified mortar-boards over their earnest young faces.

There is one very important fact about Bryn Mawr which I have not yet dwelt on—that is, her poverty.

This not only shatters many brilliant new plans, but interferes in carrying out the old ones.

At present the college consists of five buildings: Three living halls, Denbigh, Merion and Radnor; the gymnasium, and Taylor Hall, which contains the recitation rooms, all laboratories and the library. The library is so very much cramped that it takes in part of a neighboring corridor, and students are turned away from the biological department on account of the small size of the laboratory.

The college is very anxious to enlarge the library by taking the laboratories out of Taylor and building a Science Hall. Funds for this object have been already collected, but there is about twenty-five thousand dollars still required. This is an immediate want, but the college needs money in many other ways to enable it to accomplish its aims.

In speaking of the other women's colleges throughout this article, I do not mean those dependent on men's colleges, but only those founded originally for women, independent of any institution for men. Of these, Bryn Mawr holds the highest place, and is indeed the best example of what the women of this country have been able to accomplish for themselves in the field of education.

ESTELLE REID.

James W. Alexander.

THE name of Alexander has been for generations past inseparably connected with the annals of the educational world, and no account, however slight, of the development of the great American universities would be complete without some mention of the services rendered by those who have borne it. There is, therefore, peculiar fitness in the presentation in this magazine of a portrait and sketch of the subject of the present sketch.

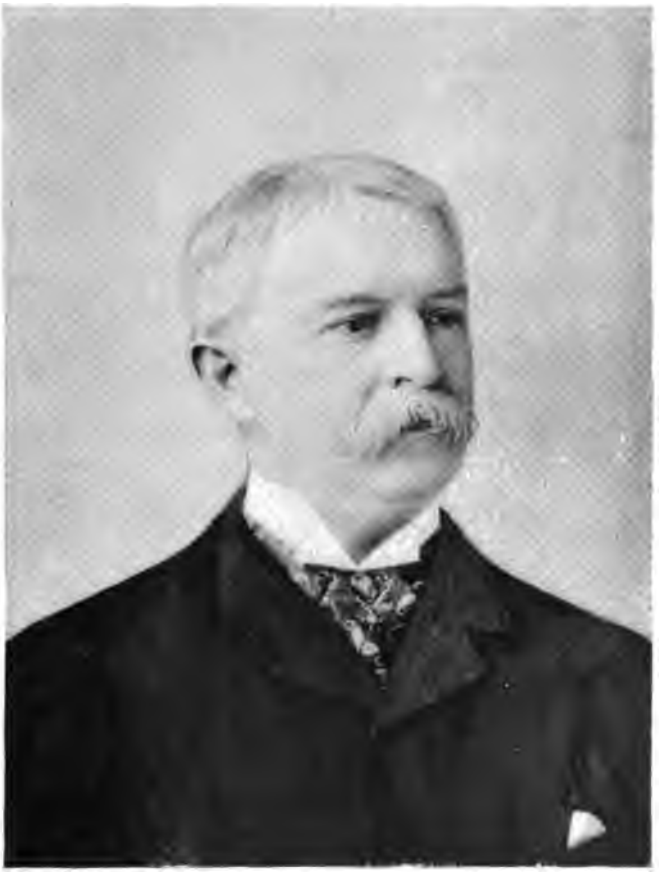
James Waddell Alexander was born in Princeton, New Jersey, July 19th, 1839. He was a son of the Rev. Dr. James W. Alexander, who was for many years pastor of the Fifth Avenue Presbyterian Church, and whose exceptional graces of mind and heart endeared him not only to his own parishioners but to all who were so fortunate as to come within the scope of his influence. His grandfather was that eminent Divine of the Princeton School, the Rev. Dr. Archibald Alexander, whose name alone is sufficient biography.

Both of Mr. Alexander's parents were Virginians by birth, his mother being of the well-known Virginia family of Cabell. He was prepared for college in New York, and graduated at Princeton with the Class of 1860, receiving at that time the degree of A. B., and three years afterwards that of A. M. He was a member of the "American Whig Society"—one of the two great literary societies, which were founded immediately after the Revolution by some of the giants which were in the land in those days, and which have exercised such a marked influence upon the parliamentary history of the country.

The writer of this sketch recalls with delight the many charming characteristics which made the bright, genial and accomplished boy of seventeen the natural and fitting father of the man of fifty whom all the sons of Old Nassau delight to honor.

After leaving college Mr. Alexander was admitted to the Bar, and practiced his profession in New York for several years. He then accepted the position of Secretary of the Equitable Life Assurance Society, of which he is now the Vice-President, and it is quite certain that the phenomenal success of that corporation is to a large extent due to his brilliant intellect, his unfailing courtesy and his untiring energy. He is also the President of the University and School Extension Association, of the University Settlement Society and of the University Club, and is a member of the Century, the Metropolitan, the Lawyers' and the Nassau Clubs. He occupies an eminent place in the social, the business and the professional world. His artistic tastes are varied and highly cultivated, and as an occasional orator he has few equals. Above all, he is now, as he was in the halcyon days of undergraduate life, a thorough gentleman and "a jolly good fellow."

HUGH L. COLE.



JAMES W. ALEXANDER,
President of the University Club of New York.

AUSTIN ABBOTT, LL.D.,
Dean of the New York University Law School.

Austin Abbott, LL. D.

AUSTIN ABBOTT comes of a New England family which has been justly prominent for several generations. His father was Jacob Abbott, of Hallowell, Maine, the well known author of the Rollo Books, classics among tales of boyhood. He was a graduate of Bowdoin College in the class of 1820, and his four brothers were also alumni of the same institution.

Austin Abbott was born in Boston Dec. 18th, 1831. He received the degree of A. B. from the New York University in the class of 1851, and entered upon the practice of law. Of his three brothers, Benjamin Vaughan (N. Y. U., '50), and Lyman (N. Y. U., '53), studied law, the latter being the only one out of a class of twenty-five to pass a successful examination for admission to the bar. Lyman Abbott was a capital lawyer before he entered the ministry, and even in the capacity of preacher, journalist and theologian, he shows the effects of his legal training in his sound judgment on matters spiritual and moral. Edward Abbott, the other brother, was also a graduate of N. Y. U., in the class of 1860. He entered the Congregational ministry, but subsequently joined the Episcopal Communion, and is now the Rector of St. James Church in Cambridge. He was not long since elected missionary bishop of Japan, but upon mature consideration refused the office, much to the delight of his large circle of friends.

Austin Abbott became in college a member of the Psi Upsilon Fraternity, and upon graduation was appointed trustee of the Ogden Butler Fund for the benefit of the Delta Chapter of Psi U. and the Eucleian Literary Society, which trust was afterward assumed by the council of the University.

In 1887 Mr. Abbott received the degree of LL. D. from his Alma Mater. He began to deliver lectures in the Alumni Course of the University Law School in 1884. For twelve years he was practically editor of the *New York Daily Register*, until its absorption by Tammany in 1889.

As counsel for Mr. Beecher, Mr. Abbott won a national reputation, which was further increased by his wise participation in the prosecution of Charles Guiteau.

As an author he sustains the reputation won in other fields, having written a large number of law books. His first was the New York "Digest" first published in 1871, and still continued. His best known work is "Trial Evidence," issued in 1880. Later he published a series of Trial Briefs which appeared in 1885, 1889 and 1891. The first of these was the "Civil Jury Trials," from the preface to which the following brief extract is a fair sample of his vigorous style. He says, "The chief burden under which the business of the profession and the

labors of the bench now suffer is the great number of mistrials, and consequent new trials, which result from the imperfect manner in which these rules are understood and applied.

"In these pages, which are the outgrowth of briefs I have had occasion to prepare in practice, I have endeavored to state fairly the rules of forensic contest, on points that are frequently so disputed as to make it desirable to be prepared to cite authority at the trial. * * *

"In these days more good verdicts are set aside, or hopes of verdict frustrated, by errors in regard to whether the case should go to the jury or not than from any other cause."

June last, Chancellor John Hall, presiding at the commencement exercises of the Law Department of the University of the City of New York, announced that Dr. Austin Abbott had been appointed Dean of the faculty of law. Members of the bar who have known Dr. Abbott during his professional life, know that the appointment is a good one. Those who have known him most intimately believe that a better appointment could hardly have been made.

The University Law School now ranks high among the law schools of the country. Its classes are large; it has a good working library and is one of the most prosperous departments of the University.

Dr. Abbott is scholarly and a lawyer of vast and varied legal learning; accurate, and ever available. He is an accomplished lecturer, methodical, and apt in every way, in communicating to others, that with which he is himself familiar.*

CHAUNCEY B. RIPLEY.

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* Heredity goes for little, as a rule, in transmitting literary taste and ability, as we often observe. Three quarters of a century ago, five Abbott boys graduated at Bowdoin College—one of them, John S. C. Abbott, the uncle, and another, Jacob Abbott, the father of the four Abbott boys, Benjamin Vaughan Abbott, Austin Abbott, Lyman Abbott and Edward Abbott, who, about forty years ago all graduated from the University of the City of New York. John S. C. Abbott and Jacob Abbott were both Congregational Ministers, and did much in that profession. Besides, they made their names known wherever the English language is spoken, by their writings, including a series of biographies and histories, so comprehensive, instructive and methodical that the press of the whole country commend them; and President Lincoln said to Mr. John S. C. Abbott shortly before his death: "I want to thank you and your brother for Abbott's Series of Histories. They give me in brief compass, just that knowledge of past men and events which I need. I have read them with the greatest interest."

Now, this, the second generation, Benjamin Vaughan, Austin and Lyman, are the authors of Abbotts' Digests and other law books, a hundred volumes or more in all. Abbotts' Digests are known to every English speaking lawyer and are on the shelves of every considerable law library in the United States. Benjamin Vaughan Abbott the pioneer is dead; but his books are a living and lasting monument to his memory. Austin Abbott, the second brother, an equal sharer in the merit of these books, is now at the head of the faculty of the University Law School where Benjamin Vaughan was, at one time, a professor. Dr. Lyman Abbott, formerly of Abbott Brothers, counsellors at law, has to-day one of the most enviable pulpits in Christendom and is also a distinguished journalist.

Herbert Spencer ought to have the case of these two generations of Abbotts, as evidence, in support of his theory of the law of Heredity.

Col. Thomas Stokes.

THE Stokes family are among the oldest settlers in New York City. James Stokes was born at 45 Wall street, when that street was still a fashionable centre. James Stokes' wife was a native of Hartford, Connecticut, and after their marriage they lived at the Clifton Cottage, where their son Thomas was born.

Thomas Stokes was prepared for college by William Forrest, Esq., in New York City, and entered the Class of '65 in the New York University. While in college he was an active member of the Eucleian Literary Society, and of the Delta Chapter of Psi Upsilon. After graduation he received the degree of Ph. B. from the University Medical College.

A number of local clubs in New York are proud to count Mr. Stokes upon their rolls. They are the Union League, Riding Club, Seventh Veterans, Psi U. Club, Lawyers' Club, and the Seabright Athletic Association. Mr. Stokes is also director of a number of mercantile and charitable organizations, a member of the Civil Service Association and the Museum of Natural History.

He has always been a firm Democrat, and served as Colonel and Chief of Staff under Governor Tilden for two years, and for three years held the same position under Governor Robinson. He was also Acting Assistant Inspector of the State for two years, and Commissioner of the State to the Paris Exposition in 1878 for agriculture and commerce.

For ten years Mr. Stokes was a member of the firm of Phelps, Dodge & Co., and left it on its dissolution in 1879. He is at present director in numerous financial and manufacturing companies, and also a member of the committee on purchase and locating of the new University grounds and buildings.

Franklin Bartlett, Ph. D.

FRANKLIN BARTLETT was born in Worcester County, Mass. Having been prepared for college by tutors and at the Brooklyn Polytechnic Institute, he entered Harvard with the class of 1869. While an undergraduate he was very popular, being a member of all the prominent clubs, among which were the Institute of 1770, the Hasty Pudding Club, the Porcellian, the A. D., and D. K. E. As a scholar he was equally successful, having had a part at commencement, and highest special honors in modern languages, being third on the Senior year rank list, out of 108 men, with 93 per cent. He is also a Φ B. K. man.

In 1878 he delivered the post-graduate oration at Harvard, receiving at the same time the degrees of A. M. and Ph. D. He holds also the degree of LL. B. from the Columbia Law School.

In New York society Mr. Bartlett holds a position quite as prominent as that he held in college. He is at present a member of the Harvard, Union, Knickerbocker, Manhattan, Players' and University Clubs, of the New York and Coney Island Jockey Clubs, as well as of the N. Y. Historical Society, and the Camden Society of London. He is Secretary of the Union Club, and was for nine years on the Governing Board of the University Club.

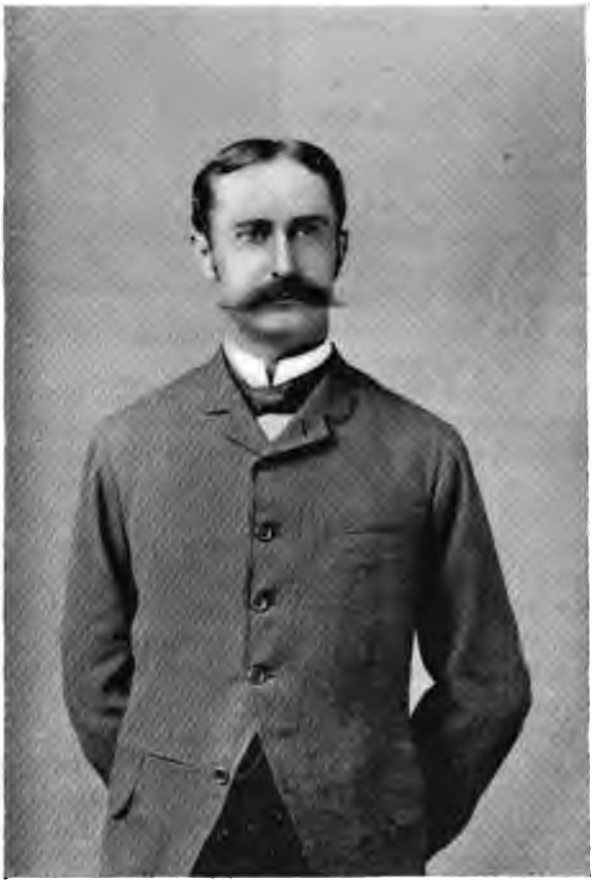
Mr. Bartlett is well known in the National Guard of this city, having recently been elected major of the 22d Regiment. He was previously captain in the 22d Regiment, and first lieutenant in the 9th Regiment. As major, Mr. Bartlett has gained distinction from the occasion of his first appearance in that capacity at Peekskill on July 29th. Comments of the daily press at the time were most flattering to his skill and competence. The *New York Times* said:

"Major Bartlett discovered a clear, ringing voice of vibrant quality and a grasp of power and control and command, coupled with a tactical knowledge of the duties and requirements demanded of a battalion commandant, which astonished as fully as it delighted his friends. The drill was a long and comprehensive one, covering a wide scope, and calculated to test to the utmost the ability of the instructor; and the common sentiment throughout the regiment on its conclusion was to the effect that the Twenty-second, for the first time in a long term of years, possessed in Col. Camp, Lieut.-Col. King and Major Bartlett a 'perfect' field."

Mr. Bartlett has been engaged as counsel in many prominent cases, among which may be mentioned the Hamersley Will Case and the litigations against William Cutting.

He was retained in 1884 by Judge Lacombe, then Corporation

Counsel of the City of New York, to take charge of the condemnation of lands for the new parks beyond the Harlem river. Since that time he has been retained by successive Corporation Counsels, Henry R. Beekman, Judge O'Brien and William H. Clark as Special Counsel in



MAJOR FRANKLIN BARTLETT.

various important cases, including the Widening of College Place, Mulberry Bend Park, and some leading water front cases.

Mr. Bartlett is an ardent Democrat, and was one of the counsel of the Democratic National Committee after the election of 1884, and was last year one of the eight members from the First Judicial District of the Constitutional Commission.

Herbert Leslie Terrell, A. M.

HERBERT LESLIE TERRELL.

THE State of Ohio is famous for lawyers and Republicans, and of her Republican lawyers few have led a more active life than the subject of the present sketch, Mr. Herbert Leslie Terrell, the Vice-President of the Distilling and Cattle Feeding Company.

He is the son of Joel Terrell and Esther Hotchkiss Smith, and was born Oct. 5th, 1842. After fitting for college at the preparatory department of Oberlin, he entered the college in 1859 as a Freshman, and remained until the close of Sophomore year. Leaving Oberlin he entered the then Junior class at Yale in the fall of '61, subsequently receiving from his Alma Mater the degree of A. M.

A strange feature of college life in those days, and one of frequent recurrence, is peculiarly emphasized, by reason of present associations, in Mr. Terrell's case. Oddly enough, one of his classmates, and one with whom he is now closely associated, he met first long after graduation. The Yale class of '63, during Sophomore year, sent a large delegation to the war, and among these was Col. Oliver Paine, who, with the other soldiers of his class, received his degree only when the war was over. Mr. Terrell practiced law at Greeneville, Tenn., from 1866 to March of the year 1869, when he moved to Cleveland, in his native State. After ten years of successful practice in Cleveland he became General Counsel for the New York Chicago and St. Louis R. R., and held the position until the road passed into the control of the Vanderbilt management. His next responsible post was in a similar capacity for the East Tennessee, Virginia and Georgia R. R., which he filled until the Richmond Terminal assumed the direction of it.

From that time he has been engaged as officer and director in many corporations and companies, among which are the Distilling and Cattle Feeding Co., the American Spirit Co., of which he is the treasurer, and which handles all the wood alcohol of the U. S., and he is prominent in several other industrial corporations. Successful in business, genial in manner, magnetic by temperament, Mr. Terrell's social sympathies have been drawn in several diverse directions. He is a member, in New York alone, of the Union League, the Manhattan, the New York Athletic, the Lotos, the Lawyers', and the New Clubs. The versatility of his mind and the wide range of his tastes, are evident from his membership in several scientific societies.

Henry Fairfield Osborn, Sc. D.

HENRY FAIRFIELD OSBORN, who now holds the Da Costa Professorship of Biology in Columbia and is in charge of the newly organized Biological Department, is a graduate of Princeton College in the class of 1877. He was born at Fairfield, Conn., in 1857, was prepared for college at Lyons Collegiate Institute in New York City, and entered Princeton in 1873.

While in college he was a member of Whig Hall and of the Caledonian Club. He was one of the organizers of the first Princeton Western expedition to Colorado and Wyoming in the summer of 1877, and was on its palæontological staff. After graduation he studied another year at Princeton, then took a year at the college of Physicians and Surgeons in New York, subsequently going abroad to study with Prof. Balfour at Cambridge, and Prof. Huxley in London.

He was appointed Fellow in biology at Princeton for 1880–81, and began to teach there. In 1881–82 he was appointed assistant professor of biology, and in 1885 became full professor of comparative anatomy, spending the following year abroad in study. In 1888 he was elected chairman of the Graduate Advisory Committee in Athletics. Since accepting the position in Columbia, he has been appointed Curator of Mammalian palaeontology in the American Museum of Natural History, New York.

Prof. Osborn has published more than thirty papers, memoirs and articles in the leading scientific periodicals and magazines, and is engaged at present on a history of the American fossil mammals in colaboration with Prof. Scott of Princeton.

In 1881 Prof. Osborn married a daughter of General Alex. J. Perry, U. S. A., who has proved a helpful companion in his work and life.

William Stanley.

WILLIAM STANLEY is descended from a line of farmers. A direct ancestor was John Stanley who came from England to the Massachusetts Bay Colony in 1634, and settled at Cambridge, Massachusetts, afterward moving to the New Haven Colony with the first settlers. A son of John was a Captain in King Philip's war, and some of his later descendants fought at the Battle of Long Island.

But Mr. Stanley is more proud of his Connecticut mother than of any or all of his English ancestors. Left a widow, when her only son was but fifteen years of age, with a large family of eight children, by her own unaided efforts, she took care of the entire family, sending her seven daughters for their education to the best boarding schools of the time, and her only son through Yale College.

William Stanley was born at Goshen, Litchfield County, Conn., in 1827. He was prepared for college by the Rev. Henry Jones (Yale, '20), at his boys' school at Bridgeport, Conn., and entered Yale College, joining the class of 1852 in the Sophomore year. He was an active member of the Literary Societies in college, and belonged to the Yale crew then in its infancy. In his Junior and Senior years he was "Statement of Facts" man for "Old Linonia" with Col. Homer B. Sprague against Wm. W. Crapo, late member of Congress, and Randall Gibson, now U. S. Senator, who represented the "Brothers Society." In his

Junior year he was a member of Alpha Delta Phi, and, in his Senior year, of the "Skull and Bones."

Graduating in due course, he was awarded a part of commencement as one of the best third of the class. He studied law for one year at the Albany Law School, and in the office of Hon. Wm. L. Learned, now a judge of the Supreme Court. Subsequently he entered the office of Barney, Humphrey & Butler, as managing clerk, until he went as clerk with Hon. Edwards Pierrepont, then recently removed to New York from Ohio.

About 1853 he became partner of Mr. Pierrepont, with whom he remained until the latter's elevation to the bench of the Superior Court of the City of New York. He afterwards served as First Asst. U. S. District Attorney, under Mr. Pierrepont.

Having made the acquaintance of Christopher C. Langdell at the New York Law Institute Library, he was so impressed with his sterling qualities of mind that he invited him to a partnership, which was maintained until Mr. Langdell assumed Judge Story's place as Dane Professor of Law at Harvard University. Hon. Addison Brown joined the firm shortly after Mr. Langdell, and continued with Mr. Stanley until his appointment to the Judgeship of the U. S. District Court of the Southern District of New York, which he so well adorns.

Mr. Stanley has always been fond of field sports, and is now Treasurer of the Robin's Island Club, of which Dr. S. Fleet Spier, of Brooklyn, is president. He is also a member of the Lawyers' Club, of New York.

In 1856 he married Miss Elizabeth A. Parsons, a daughter of an old New York merchant. They have a son who has distinguished himself as an inventor, and on whose patents the Westinghouse Electric Light Company was originally founded.

Mr. Stanley has for a number of years resided at Englewood, New Jersey, and is interested in local affairs, outside of politics. He has always been a Republican, but sympathized strongly with the Anti-Slavery and Economic views advocated by the *Evening Post*.

As senior member of the firm of Stanley, Clarke & Smith, he is associated with Stephen G. Clarke (Dartmouth, '54), and Mr. Edwin B. Smith (Bowdoin, '56), and Mr. Melvin Brown (Harvard, '60), all prominent members of the New York bar. While engaged in general practice, they have of late years been one of the most prominent firms in the revenue business, having been successful, among others, in the somewhat celebrated Sugar and Worsted Charges cases, and in other cases in the Federal Courts which attracted attention at the time.

EDWARD B. MERRILL.

Josiah Cleveland Cady.

It has often been said that a classical education has, among its marked advantages, a decidedly refining influence. It may be said that this is far more true of the classical than of the scientific training for the reason that its courses are less utilitarian in their objects and purpose.

It is also a perfectly natural and a well proven fact that the study of architecture has not only a refining but a decidedly cultivating effect upon its devotees with the result of the greater enjoyment which an intellectual life gives to man.

In these days it is becoming more and more rare to find a man who takes the classical degree and then turns his attention to architecture, the most scientific of the great professions and becomes therein a prominent figure. I have found a noteworthy example however in the subject of this sketch.

Mr. Cady was born in Providence, R. I., 1838, son of Josiah and Lydia Smith Cady, of Killingly, Conn. After due preparation at Bird's Collegiate Institute, he entered Trinity College, becoming a member of the class of 1860. In 1880 his alma mater conferred upon him the degree of M. A. in recognition of the success he had attained in his chosen calling.

While in college he had gained grace of expression in speech and writing by a membership in the "Parthenon" literary society and his good fellowship, for which he is noted among his college friends, from association with his fellow members of the fraternity of Delta Psi there.

It was his pleasure and privilege to design the beautiful home of that society at Trinity and it forms no insignificant monument to his ability and taste in design. It is perhaps the most beautiful of all the chapter houses in the country and located as it is between the college and Upjohn's masterpiece, the Hartford Capitol, it can be seen for fifty miles.

As a New Yorker by adoption, Mr. Cady is known in the parlors of the Century, University, Manhattan Athletic, Camera and Quill clubs, and he is prominently identified with the American Institute of Architects, and Architectural League. He has been also an officer, trustee, or governor of a number of scientific and philanthropic associations, among them the American Science Association, the State Charities Aid Association, the Skin and Cancer Hospital, the Demilt Dispensary, and the N. Y. City Mission.

It is, however, in his chosen work of Architecture that Mr. Cady has made so wide a reputation for himself.

J. CLEVELAND CADY.

As a designer of college buildings he is widely known, having in connection with his partner, designed among them the following: Peabody Museum, North Sheffield Hall, Dwight Hall, Chittenden Memorial Library, Berzilens Hall, the great hall about to be erected for the Sheffield School; at Williams College there are Morgan Hall and the Lasell Gymnasium; at Trinity College, Jarvis Hall of Science, Epsilon Chapter House for Delta Psi; and at Wesleyan University, a new building for scientific purposes.

Of his buildings of general interest outside of the colleges the more noteworthy are: in N. Y. City, Metropolitan Opera House, New Museum of Natural History (Central Park), New buildings of the Pres. Hospital (now one of the most extensive in the country), Gallatin Nat. Bank (Wall St.), The Loomis Laboratory, Protestant Half Orphan Asylum (104th St.), Young Woman's Christian Association B'ldg, Brooklyn; in Hartford, the Hartford Public Library, now being erected; also many large churches, as St. Andrew's Church in 76th St., near 9th Ave., N. Y., and the New York Ave. Church in Brooklyn, the Marquand Memorial Church at Hampton, Va., and many others, some of them memorial buildings of great richness and elaboration.

Arthur T. Hendricks, M. D.

ARTHUR T. HENDRICKS is a member of a family which has for generations been prominent in New York. His father, Henry Hendricks, a native of this city, and a graduate of the class of 1823, at Columbia, was a well known merchant of New York, an inheritor and one of the principal owners of the century-old Hendricks Copper Mills of Bloomfield, New Jersey. His mother was Miss Harriet Tobias, of the celebrated family of watchmakers of Liverpool, England.

Dr. Hendricks is himself a native of New York, where he was born Jan. 26, 1851. He was prepared for college at the Columbia Grammar School, and at the early age of fourteen entered the University of the City of New York, whence he was graduated with the class of 1869.

His brother was a graduate of the same institution in 1850. While in college Dr. Hendricks joined the Philomathean Literary Society and the Phi Chapter of the Zeta Psi Fraternity, and after graduation studied medicine. He holds the degrees of Ph B. and M. D., but has never practiced his profession. Being a man of independent fortune, he has spent many years in travel over all parts of the world, having crossed the Atlantic over twenty-five times, and gathered a store of knowledge and fund of anecdotes that makes him a most delightful companion and fellow traveler.

His name appears on the roll of the American Geographical Society, and many similar organizations. He has always been an ardent Democrat, and at present belongs to the Manhattan, Reform, Aldine, Larchmont Yacht and Zeta Psi Clubs, in each of which he is a familiar figure and a popular member. MAURICE CLEMENS.

Edmund Coffin, Jr., LL. B.

AMONG the citizens of New York there are many, who, although deserving of the most honorable recognition, still maintain an attitude of dignified reserve regarding their own worth and achievements. Such a one is Edmund Coffin, Jr.

To use his own expression, the honest, industrious citizen, who devotes his best energies to the work he has chosen, and educates his sons, to live after him as self-respecting men, is the highest of ambitions, anterior to the desire for public preferment or political achievement.

Edmund Coffin, Jr., was born in New York City in 1844. He graduated from Yale College in 1866, and after a year at the Columbia Law School, was admitted to the Bar, finishing his course and taking the degree of LL. B. in 1868.

In college he was a prominent figure, being a member of the crew which rowed Harvard in '64, '65 and '66. During his four college years he stood high in the social life of Yale, being in his freshman year a member of Sigma Epsilon; in his sophomore year of Sigma Phi; in his junior of D. K. E.; and as a senior a member of the Skull and Bones.

Since his graduation he has always stood high in the social world of New York, and in his profession, being a member of the University Club since its foundation, of the Bar Association and the Lawyers' Club, and of the Riding Club.

He married a sister of Henry and Thos. C. Sloane, and has two sons, who expect to enter Yale in due course of time.

A Toast to Clarinda.

ON HER EIGHTEENTH BIRTHDAY.—BY WALTER C. NICHOLS, H. U.

I sing to Clarinda whom Time hath to-day
With his beauty-tipped wand touched again, as in play.
For the wave of his wand o'er Clarinda's fair head
Hath but added new grace, deepened lips' and cheeks' red.

How fair doth appear the full-grown, perfect rose!
Yet fairer by far is the rosebud which shows
A beauty not wholly developed, whose blush
Is the eastern sky mirrored at early morn's hush.

As the rosebud's soft petals by sun and by dew
Are gradually opened, so Time brings to view,
Each grace of Clarinda's, each beauty of mind.
And I, with her image in my heart enshrined,

Say, "Here's to Clarinda whom Time hath to-day
With his grace-giving wand touched again, as in play.
May her future be bright as her smile's radiant light
Which gleams on my soul's inward eye through the night."

—*Harvard Advocate.*

Eminent Graduates of Princeton University.*

JUDGES OF STATE COURTS.—(CONTINUED.)

Bennett Van Syckle, Justice Supreme Court of New Jersey, 1846.
Beverley Randolph Welford, Judge Supreme Court of Virginia, 1847.
Henry C. Pitney, Vice Chancellor of New Jersey, 1848.
Jenu A. Orr, Judge Circuit Court of Mississippi, 1849.
William B. Waddell, Judge Common Pleas of Pennsylvania, 1848.
Thomas Anderson, Judge Common Pleas of New Jersey, 1850.
Robert S. Green, Vice-Chancellor of New Jersey, 1850.
James C. Eagan, Judge District Court of Louisiana, 1850.
Wm. A. Seay, Judge District Court of Louisiana, 1850.
John W. Simonton, Judge Supreme Court of Pennsylvania, 1850.
Daniel G. Fowle, Judge Supreme Court of North Carolina, 1851.
Henry G. Hall, Judge Probate Court of Louisiana, 1851.
Wm. J. Magie, Judge Supreme Court of New Jersey, 1852.
Charles E. Phelps, Judge Circuit Court of Maryland, 1852.
Thomas W. Coleman, Chancellor Western Circuit of Alabama, 1853.
William E. Skinner, Judge Common Pleas of New Jersey, 1853.
William A. Fisher, Judge Circuit Court of Maryland, 1855.
Joseph W. Martin, Judge Circuit Court of Arkansas, 1855.
Wm. D. Harden, Judge Common Pleas of Georgia, 1856.
Pere L. Wickes, Judge District Court of Pennsylvania, 1856.
Charles H. Luzenberg, Judge Criminal Court of Louisiana, 1857.
Leonard H. Mangum, Judge Court of Arkansas, 1857.
Henry P. Ross, Judge Supreme Court of Pennsylvania, 1857.
John Stewart, President Judge of Common Pleas of Pennsylvania, 1857.
George C. Beekman, Judge Common Pleas of New Jersey, 1859.
Theodore C. Lyon, Chancellor of Mississippi, 1859.
Herman Stump, Judge of Circuit Court of Maryland, 1859.
Alex. T. McGill, Chancellor of New Jersey, 1864.
J. Upsher Dennis, Judge Circuit Court of Maryland, 1865.
Joseph Cross, Judge of County Court of New Jersey, 1865.
Alfred Dayton, Judge Common Pleas of New Jersey, 1865.
Morris Winfield, Judge Court of Indiana, 1865.
John Bayard McPherson, Judge Supreme Court of Pennsylvania, 1866.
Nathaniel Ewing, Judge County Court of Pennsylvania, 1869.
George B. Kinkead, Judge Court of Kentucky, 1870.
J. Clarence Conover, Judge of Supreme Court of New Jersey, 1873.
Henry A. Hinckley, President Judge Court of Common Pleas of Pennsylvania, 1874.

* Any additions or corrections will be received by Mr. M. Taylor Pyne, 20 William Street, New York.

Gustavus A. Endlich, Judge Court of Common Pleas of Pennsylvania, 1875.

Calvin Reyburn, Judge Court of Common Pleas of Pennsylvania, 1875.

Walter Lloyd Smith, Justice Supreme Court of New York, 1877.

Richard Wilde Walker, Judge Supreme Court of Alabama, 1877.

Chauncey H. Beasley, Judge County Court of New Jersey, 1880.

PRESIDENTS OF COLLEGES.

John Brown, President Washington College, Virginia, 1749.

William Shippen, Philadelphia Medical College, 1754.

John Ewing, University of Pennsylvania, 1754.

Alexander McWhorter (President-elect), St. John's College, Maryland, 1757.

Samuel Blair, President-elect of Princeton, 1760.

James Manning, College of Rhode Island (now Brown University), 1760.

David Rice, Transylvania University, Kentucky, 1761.

Jonathan Edwards, Union College, 1765.

Joseph Alexander, Queens College, North Carolina, 1760.

David Caldwell, President-elect of University of North Carolina, 1761

Hezekiah Balch, Greenville College, Tennessee, 1766.

Samuel Stanhope Smith, Princeton College and Hampden-Sidney College, Virginia, 1769.

James Madison, Rector of University of Virginia, 1771.

Isaac Alexander, Liberty Hall, North Carolina, 1772.

John McMillan, Vice-President of Jefferson College, Pennsylvania, 1772.

Thaddeus Dod, Washington, Pennsylvania, 1773.

John Blair Smith, Hampden-Sidney, Virginia, and Union College, New York, 1773.

Thaddeus Doel, Washington College, Pennsylvania, 1773.

William Graham, Liberty Hall, Virginia (now Washington and Lee), 1773.

James Dunlap, Jefferson College, Pennsylvania, 1773.

John MacKnight, Dickinson College, Pennsylvania, 1773.

Thomas Harris McCaulle, Mount Zion College, South Carolina, 1774.

Thomas B. Craighead, University of Nashville, 1775.

Samuel Doak, Washington College, Tennessee, 1775.

Thomas B. Craighead, Nashville University, Tennessee, 1775.

Ashbel Green, Princeton College, 1783.

Ira Condict, Vice-President of Rutgers College, 1784.

Robert Finley, University of Georgia, 1787.

Elijah Rattoone, Charleston College, South Carolina, 1787.

Robert Hett Chapman, University of North Carolina, 1789.

Jacob Burnett, Ohio Medical College, and Cincinnati College, 1791.

Joseph Caldwell, University of North Carolina, 1791.

John C. Otte, Vice-President Philadelphia College of Physicians, 1792.

Book Reviews.

Church and Creed, by Rev. R. Heber Newton, D. D. New York, G. P. Putnam's Sons, 1891.

Dr. Newton's latest work may well be characterized as a proclamation from within the church of the right and dignity of thought. The fact that no one system of philosophy or theology stands entirely by itself and out of connection with other forms of thought, he takes as the charter of the liberty of honest thinking; what is revealed to man must appeal to the sense of man, and what is set down as an expression of the highest things of life, must be interpreted according to the best light reason and philosophy have given heretofore.

Accordingly, the Nicene Creed is to be reread, and the systems of ecclesiastical authority revised, for, as Dr. Newton shows, the authority of the one lies in its reasonableness, and the authority of the other in rightfully being composed of rational, independently thinking men, whom a symmetrical culture has rendered capable of passing judgment of belief or disbelief.

We think that, apart from taking sides upon the question, which is mentioned in a note, Dr. Newton's scholarly treatment of the subject is worthy the attention of all candid thinkers.

J. E. H.

Theodoric, the Goth, by Thos. Hodgkins, D. C. L., of University College, London. Putnam's Sons, N. Y. Sixth of a series of 19 vols., entitled Heroes of Nations, edited by Evelyn Abbott, of Oxford.

The book shows careful and accurate research, and a thorough familiarity with the various sources of information relative to the interesting period of the final overthrow of the Western Empire of Rome, in the latter part of the Fifth Century. The author, in the first part of the book, frequently wanders away from the subject to treat of unnecessary contemporaneous history, but has given us a work of some historic value, which the publishers have clothed in most attractive form.

W. G. E.

Apperception: The Essential Mental Operation in the Act of Learning, by T. G. Rooper, M. A., H. M. I. Syracuse, N. Y.; S. W. Bardeen, 1891. Cloth, 50 cents.

Prof. Bowen, of Harvard College, never lost an opportunity to enunciate the fact that education was not a cramming of the mind with facts, but an *e-duc-ation*, a leading forth of latent powers. This simple and obvious principle is the most important in modern pedagogical science. Mr. Rooper's little book is written as "an essay on a pot of green feathers." This curious title indicates the incident taken as the text of the discourse, which relates how that a little girl, in an object-lesson class, called a pot of ferns a "pot of green feathers," arguing from the similarity in many ways. This error the writer shows was due to lack of proper power of discrimination: she had not been taught to use the eyes so as to see in what a feather consisted and in what it did not consist. To use the perceptive faculty so as to perceive properly, is at once the most difficult and most essential thing to be learned. A trained sense perceives facts and makes discriminations which are imperceptible to another, rendering it true that in learning we bring as much to the task as we take away.

Mr. Rooper's book is a most able and interesting discussion.

J. E. H.

Prussian Schools through American Eyes. James Russell Parsons, Jr. C. W. Bardeen, Syracuse, 1891.

The American traveller in Germany, and especially in Prussia, will always be struck with the solidity and discipline of the people. There is a military bearing in young and old which indicates the existence of a strong government, and a simple and intelligent manner and expression which reveals the presence of genuine education. How these solid, sober, and intelligent people are made is clearly shown by Mr. Parson's valuable monologue.

We are told that, since 1816, Prussian common schools have been the best in the world; that their maintenance is considered the first and most important duty of the state; that they must never be closed, even in time of war; that the teachers who have

passed the final examination and received definite appointments are sure of their pay, though the schools to which they are appointed cease to exist, and that. at the close of active service, they receive pensions from the Government.

The attendance of all children of school age is compulsory ; the course of study is uniform and officially fixed.

A prominent feature of Prussian common schools is the pains that are taken to foster the spirit of patriotism. The law requires that a picture of the Emperor be placed in every school room. Another feature of their schools is the prominence that is given to religious instruction. The Government strives to have children educated in the religion of their parents, but religion must be studied and its principles apprehended. These general features, with many others which Mr. Parsons enumerates and particularizes, constitute the school system of which he writes. A careful perusal of his work cannot but attract all to whom the modes and systems of education are matters of interest.

T. M. T.

History of Portugal, by H. Morse Stephens, Baliol College, Oxford. New York, G. P. Putuam's Sons, 1891, $1.50.

This is a very well written and interesting account of a nation but little known now-a-days. The important part played by Portugal in the discovery of America and the East is well treated, and the debts of the world to her navigators and explorers is ably set forth.

The book is handsomely printed and illustrated, and is valuable from the fact that it gives a short chronological history of the country, the first, we believe, in the English language.

The Proceedings of the Connecticut Medical Society, for the year 1891, is an interesting volume of about 350 pages, containing, among other articles, the report of a successful case of Cæsarian Section, by Dr. Seth Hill, of Stepney ; a good paper by Dr. W. K. Tingley, of Norwich, on Tubercular Meningitis, and the report of the Committee on Legislation of their efforts toward securing a uniform medical practice law—a step in the right direction, although not, perhaps, all that could be desired. Great credit is due Dr. N. E. Wordin, the secretary of the Association, for the care taken in editing this volume.

American Literature, an elementary text-book, by Julian Hawthorne and Leonard Lemmon. School Supt. Sherman Texas. Boston, D. C. Heath & Co., 1891. $1.25.

This is an exceedingly interesting and well-written book. The periods of American literature are well divided and their leading characteristics ably defined. The work is scholarly.

Perhaps it is because this is a text-book for schools that one feels hardly satisfied with the notice given to some of the foremost figures in our literary history. Emerson is eulogized, yet the account given of the characteristics of his " philosophy " is scarcely more than satisfactory. The whole movement, treated under the head of " Religious and Social Reformers," is scarcely made plain to the general reader.

One fault the reader must find with the book is that, among many able analyses, there is a general disposition to reveal the weaknesses of even the greatest—a disposition too, which often approaches the censorious. Thus Whittier is characterized as " uneducated. narrow, and prejudiced " in his allegiance to the abolitionist movement, and no particular mitigation is found for Walt Whitman.

The tone of the book is eminently " conservative," probably because written for the young. But this tendency leads to some rather misleading statements. One wonders when Emerson " found himself out of accord with *orthodox* theology "—since the conservations of Channing was never so-called. The opinions of Channing are criticised, because they *logically* " could be used to show that Christ was but a man of uncommon genius." What else Channing meant to make of Christ would be hard to tell, since his relation to God was for him only the perfection of what was more or less in all men—a kind of community of thought and spirit.

The book is worthy of careful study as a systematization of our literary history, and brings forth clearly the great part played therein by the sons of New England.

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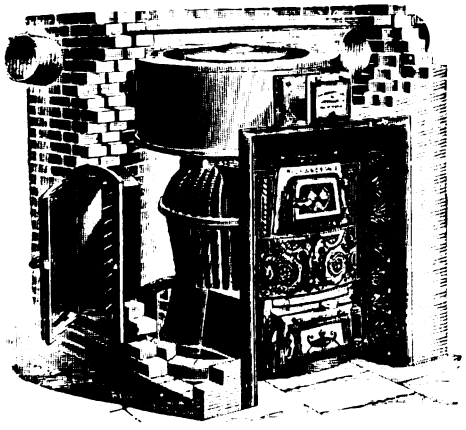

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CONTENTS.

PAGE.

Register of American Colleges 904
College Announcements 908
Post-Graduate Instruction in Law 925
Austin Abbott, LL. D.—N. Y. U. '51.
The Supply and Demand of Professional Students in Prussia 928
Dr. W. Lexis.—Göttingen.
Learning Languages 933
Ex-Pres. Thomas Hill, D.D., LL. D.—Harvard '43.
Columbia 936
Ruford Franklin, A. M., LL. B.—Columbia, '86.
Afterwards. (Poem) 941
Reminiscences of Harvard Life, 1830–'33 942
A. A. Livermore, A. M., S. T. D.—Harvard '33
The Harvard Examinations 945
Wm. Freeland, A. M.—Harvard '81.
Relation of Physical Training to Education in General 948
Luther Gulick, M. D.
Historic Princeton. Part II. 951
Alonzo Church.—Princeton.
Early Greek Education 955
E. W. D. Gray.

PAGE.

Ione: A Tale of Old Mycenae 961
James E. Homans, A. B.—Harvard, '89.
St. Johns College.—A Time Honored Institution .. 968
Prof. W. C. Thayer.—Columbia '76.
Undergraduate Witticisms 970
College Affiliations of Members of the University Club 972
Book Reviews 973

University Biographies:

Hon. Richard L. Larremore, LL.D.—Rutg. '50. 975
Major Sherburne B. Eaton, A. M. Yale '62 976
Gen. Thomas H. Hubbard, A. M.—Bowd. '54 .. 979
Col. George W. Van Slyck, Wms. '63 980
Philip R. Vorhees, A. M.—St. Johns '55 983
Augustus Rodney Macdonough, A.M.—Yale '39 984
Henry Tuck, M. D.—Har. '63 985
Franklin A. Wilcox.—N. Y. U. '60 987
William C. Witter.—Yale '65 988
J. Newton Fiero, A. B.—Union '67 991
Edward Sheldon, A. M., LL. B.—Prin. '79 993
Frederick W. Holls, LL. B.—Col. '78 994
William C. Thayer, A. M.—Col. '76 997

Peripatetic 998

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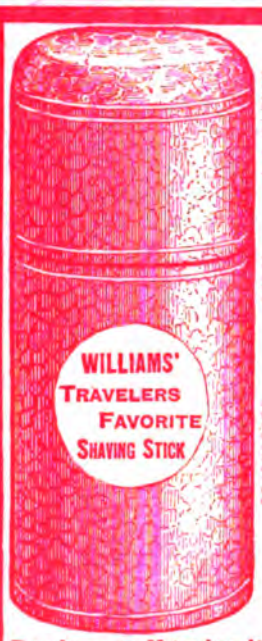

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Lyon G. Tyler, M. A., Pres.

1696—King William's School.—1784, St. John's College, Annapolis, Md.
Thomas Fell, LL.D., Ph. D., F. S. S., Pres.

701—Yale University, New Haven, Conn.
Rev. Timothy Dwight, D. D., LL. D., Pres.

1746—College of New Jersey, Princeton, N. J.
Rev. Francis L. Patton, D. D., LL. D., Pres.

1753—University of Pennsylvania, Philadelphia, Pa.
William Pepper, M. D., LL. D., Provost.

1754—King's College; Columbia College, New York.
Seth Low, LL. D., Pres.

1764—Brown University, Providence, R. I.
Rev. E. B. Andrews, D. D., LL. D., Pres.

1766—Queen's College; Rutgers College, New Brunswick, N. J.—Austin Scott, Ph.D., LL.D., Pres.

1769—Dartmouth College, Hanover, N. H.
Rev. Samuel C. Bartlett, D. D., LL. D., Pres.

1782—Washington and Lee University, Lexington, Va.
Gen. George W. Custis Lee, LL. D., Pres.

1783—Hampden-Sidney College, Hampden-Sidney, Va.
Rev. Richard McIlwaine, D. D., Pres.

1783—Dickinson College, Carlisle, Pa.
Rev. George E. Reed, D. D., Pres.

1785—College of Charleston, Charleston, S. C.
H. E. Shepherd, LL. D., Pres.

1785—University of Georgia, Athens, Ga.
Rev. Wm. E. Boggs, D. D., LL. D., Chancellor.

1789—University of North Carolina, Chapel Hill, N. C.
Geo. T. Winston, A. M., Pres.

1791—University of Vermont, Burlington, Vt.
Rev. Matthew H. Buckham, D. D., Pres.

1793—Williams College, Williamstown, Mass.
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Rev. Wm. De Witt Hyde, D. D., Pres.

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Chas. W. Dabney, Jr., Ph. D., LL. D., Pres.

1794—Greenville and Tusculum College, Tusculum, Tenn.
Rev. Jere Moore, D. D., Pres.

1795—Union College, Schenectady, N. Y.
Harrison E. Webster, LL. D., Pres.

1800—Middlebury College, Middlebury, Vt.
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1801—University of South Carolina, Columbia, S. C.
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1832—Denison University, Granville, O.
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1832—Hanover College, Hanover, Ill.
Rev. D. W. Fisher, D. D., Pres.

1832—Pennsylvania College, Gettysburg, Pa.
Rev. H. W. McKnight, D. D., Pres.

1833—Haverford College, Haverford Pa.
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1833—Oberlin College, Oberlin, O
Rev. Wm. G. Ballantine, A. M., D.D., Pres.

1834—Wabash College, Crawfordsville, Ind.
Rev. Joseph F. Tuttle, D. D., LL. D., Pres.

183 Shurtleff College, Upper Alton, Ill.
Rev. A. A. Kendrick, D. D., Pres.

183 – Marietta College, Marietta, O.
Hon. John Eaton, Ph. D., LL. D., Pres.

183 McKendree College, Lebanon, Ill.
ev. J. Villars, Pres.

1835—Emory and Henry College, Emory, Va
James Ullars, A. M., Pres.

1836—Emory College, Oxford Ga.
The Rev. W. A. Candler, D. D., Pres.

1837—University of Michigan, Ann Arbor, Mich.
James B. Angell, LL. D., Pres.

1837—Mercer University, Macon, Ga.
Rev. Gustavus A. Nunally, D. D., Pres.

1837—Knox College, Galesburg, Ill.
Hon. Newton Bateham, LL. D., Pres.

1837—Davidson College, N. C.
Rev. J. B. Shearer, D. D., Pres.

1837—Indiana Asbury University; De Pauw University, Greencastle, Ind.
John D. John, LL. D., Pres.

1837—Muskingum College, New Concord, O.
Rev. John D. Irons, D. D., Pres.

1838—Wake Forest College, Wake Forest, N. C.
Rev. Charles E. Taylor, D. D., Pres.

1839—University of the State of Missouri, Columbia. Mc.
Pres. vacant.

1840—Richmond College, Richmond, Va.
B. Puryeer, LL. D., Chairman of Faculty.

1840—Bethany College, Bethany, W. Va.
Rev. Archibald McLean, Pres.

1841—Erskine College, Due West, S. C.
Rev. W. M. Grier, D. D., Pres.

1842—Maryville College, Maryville, Tenn.
Rev. S. W. Boardman, D. D., Pres.

1842—Ohio Wesleyan University, Delaware, O.
Rev. J. W. Bashford, Ph. D., Pres.

1842—Cumberland University, Lebanon, Tenn.
Nathan Green, LL. D., Chancellor.

1843—Howard College, Birmingham, Ala.
Thomas J. Dill, LL. D., Chairman of Faculty.

1844—University of Notre Dame, Notre Dame, Ind.
Rev. Thomas E. Walsh, C. S. C., Pres.

1844—University of Mississippi, University, Miss.
Edward Mayes, LL. D., Pres.

1844—Franklin College, Franklin, Ind.
Rev. William T. Stott, D. D., Pres.

1845—Wittenberg College, Springfield, O.
Rev. Samuel A. Ort, D. D., Pres.

1846—Madison Univ.; Colgate Univ., Hamilton, N. Y.
N. Lloyd Andrews, Ph. D., LL. D., Acting Pres.

1846—Beloit College, Beloit, Wis.
Rev. Edward D. Eaton, D. D., LL. D., Pres.

1846—Bucknell University, Lewisburg, Pa.
John H. Harris, LL. D., Pres.

1847—State University of Iowa, Iowa City, Ia.
Charles A. Schaefer, Ph. D., Pres.

1847—Iowa College, Grinnell, Ia.
Rev. George A. Gates, A. M., Pres.

1848—University of Wisconsin, Madison, Wis.
T. C. Chamberlin, Ph. D., LL. D., Pres.

1848—College of the City of New York, New York, N. Y.
Gen. Alexander S. Webb, LL. D., Pres.

1849—Lawrence University, Appleton, Wis.
Pres. vacant.

1849—William Jewell College, Liberty, Mo.
James G. Clark, LL. D., Chairman.

1849—South Kentucky College, Hopkinsville, Ky.
James E. Scobey, A. M., Pres.

1850—Butler University, Irvington, Ind.
A. R. Benton, LL. D., Pres.

1850—Concordia College, Fort Wayne, Ind.
Andrew Bespler, Pres.

1850—Hiwassee College, Hiwassee, Tenn.
Rev. J. H. Brunner, D. D., Pres.

1850—Mississippi College, Clinton, Miss.
Rev. W. S. Webb, D. D., Pres.

1850—Bethel College, McKenzie, Tenn.
W. B. Sherrill, A. M., Pres.

1850.—Illinois Wesleyan University, Bloomington, Ill.
Rev. Wm. H. Wilder, D. D., Pres.

1850—University of Deseret, Salt Lake City, Utah.
John R. Park, M. D., Pres.

1850—University of Rochester, Rochester, N. Y.
David J. Hill, LL. D., Pres.

1850—Heidelberg College, Tiffin, O.
Rev. George W. Williard, D. D., LL. D., Pres.

1851—Northwestern University, Evanston, Ill.
Henry W. Rogers, LL. D., Pres.

1851—Lombard University, Galesburg, Ill.
Rev. N. White, LL. D., Pres.

1852—Wofford College, Spartanburg, S. C.
James H. Carlisle, LL. D., Pres.

1852—Westminster College, Fulton, Mo.
Rev. Wm. Hoge Marquess, Pres.

1852—Trinity College, Trinity, N. C.
John F. Crowell, A. M., Pres.

1852—Racine College, Racine, Wis.
Pres. vacant.

1852—Westminster College, New Wilmington, Pa.
Rev. R. G. Ferguson, D. D., Pres.

1852—Antioch College, Yellow Springs, O.
Rev. Daniel A. Long, D. D., Pres.

1852—University of the Pacific, College Park, Cal.
Rev. A. C. Hirst, D. D., Pres.

1852—Tufts College, College Hill, Mass.
Rev. Elmer H. Capen, D. D., Pres.

1853—Franklin and Marshall College, Lancaster, Pa.
Rev. John S. Stahr, Ph. D., Pres.

1853—Willamette University, Salem, Oregon.
Rev. Thomas Van Scoy, D. D., Pres.

1853—Roanoke College, Salem, Va.
Julius D. Dreher, A. M., Ph. D., Pres.

1853—Central University, Pella, Iowa.
Rev. S. J. Axtell, Pres.

1853—Carson and Newman College, Mossy Creek, Tenn
Rev. W. A. Montgomery, D. D., Pres.

1853—Washington University, St. Louis, Mo.
Winfield S. Chaplin, A. M., Chancellor.

1853—Rutherford College, Rutherford, N. C.
R. L. Abernethy, D. D., Pres.

1854—Bethel College, Russellville, Ky.
Rev. W. S. Ryland, Ph. D., Chairman of Faculty.

1854—Moore's Hill College, Moore's Hill, Ind.
Rev. G. P. Jenkins, D. D., Pres.

1854—Hamline University, Hamline, Minn.
Rev. Geo. H. Bridgman, D. D., Pres.

1854—Galesville University, Galesville, Wis.
J. M. Rogers, Acting Pres.

1854—Polytechnic Institute, Brooklyn, N. Y.
David H. Cochran, Ph. D., LL. D., Pres.

1855—Hillsdale College, Hillsdale, Mich.
George F. Mosher, A. M., Pres.

1855—Central College, Fayette, Mo.
Rev. J. D. Hammond, D. D., Pres.

1855—Ripon College, Ripon, Wis.
Edward H. Metrell, D. D., Pres.

1855—Eureka College, Eureka, Ill.
Carl Johann, Pres.

1855—Iowa Wesleyan University, Mt. Pleasant, Iowa
Rev. J. T. McFarland, D. D., Pres.

1855—Elmira College, Elmira, N. Y.
Rev. Chas. E. Van Norden, D. D., Pres.

1855—Lane University, Lecompton, Kan.
Rev. J. A. Weller, D. D., Ph. D., Pres.

1856—Eminence College, Eminence, Ky.
W. S. Giltnee, A. M., Pres.

1856—Lake Forest University, Lake Forest, Ill.
Rev. Wm. C. Roberts, D. D., LL. D. Pres.

1856—Lenox College, Hopkinton, Iowa.
Rev. Alex. G. Wilson, D. D., Pres.

1856—Baldwin University, Berea, O.
Rev. Joseph E. Stubbs, A. M., Pres.

1856—Southern University, Greensborough, Ala.
Rev. A. S. Andrews, D. D., Pres.

1856—St. Lawrence University, Canton, N. Y.
Alpheus B. Hervey, Ph. D., Pres.

1856—Western College, Toledo, Iowa.
Rev. W. M. Beardshear, D. D., Pres.

1857—Bowdon College, Bowdon, Ga.
Rev. F. H. M. Henderson, D. D., Pres.

1857—Alfred University, Alfred Centre, N. Y.
Rev. J. Allen, D. D., Pres.

1857—Cornell College, Mt. Vernon, Iowa.
William F. King, D. D., LL. D., Pres.

1857—Upper Iowa University, Fayette, Iowa.
Rev. J. W. Bissell, A. M., D. D., Pres.

1857—The Monmouth College, Monmouth, Ill.
Rev. J. B. McMichael, D. D., Pres.

1857—University of Minnesota, Minneapolis, Minn
Cyrus Northrop, LL. D., Pres.

1857—Oskaloosa College, Oskaloosa, Iowa.
A. M. Haggard, A. M., Pres.

1858—The University of the South, Sewanee, Tenn.
Rev. Thos. F. Gailor, D. D., Vice-Chancellor.

1858—McMinnville College, McMinnville, Ore.
Rev. T. G. Brownson, Pres.

1858—Baker University, Baldwin, Kan.
Rev. W. A. Quayle, A. M., Pres.

1858 –Kentucky University, Lexington, Ky.
Rev. Charles Louis Loos, LL. D., Pres.

1858—Macalister College, Macalister, Minn.
Rev. Isaac C. Ketter, Ph D., Pres.

1858—Mount Union College, Alliance, O.
Rev. T. P. Marsh, D. D., Pres.

1858—Amity College, College Springs, Iowa.
Rev. T. J. Kennedy, D. D., F. S., Pres.

1859—Pennsylvania State College, State College, Pa.
George W. Atherton, LL. D., Pres.

1859—Olivet College, Olivet, Mich.
Rev. Horatio Q. Butterfield, D. D., Pres.

1859—La Grange College, La Grange, Mo.
J. F. Cook, LL. D., Pres.

1859—North Carolina College, Mount Pleasant, N. C.
Rev. J. D. Shirey. A. M., Pres.

1859—Griswold College, Davenport, Iowa.
Rt. Rev. William Stevens Perry, D. D., LL. D., D.C. L., Pres.

1859—Adrian College, Adrian, Mich.
Rev. George B. McElroy, D. D., Ph. D., F. S., Chairman of Faculty.

1860—Ottawa University, Ottawa, Kan.
Rev. George Sutherland, A. M., Pres.

1860—St. Stephen's College, Annandale, N. Y.
Rev. Robert B. Fairbairn, D. D., LL. D., Warden.

1860—Kentucky Wesleyan College, Millersburg, Ky.
D. W. Batson, A. M., Pres.

1861—Mass. Inst. of Technology, Boston,
Francis A. Walker, Ph.D., LL.D., Pres.

1861—University of Washington, Seattle, Wash.
Thomas M. Gatch, Ph. D, Pres.

1861—Albion College, Albion, Mich.
Rev. L. R. Fiske D. D., LL. D., Pres.

1861—Vassar College, Poughkeepsie, N. Y.
Rev. James M. Taylor, D. D., Pres.

1861—Wheaton College, Wheaton, Ill.
Charles A. Blanchard, M. A., Pres.

1862—State College of Agriculture, Orono, Maine.
Merritt H. Fernald, A. M., Ph. D., Pres.

1863—Manhattan College, New York City.
Rev. Bro. Anthony, Pres.

1863—Bates College, Lewiston, Me.
Rev. Oren B. Cheney, D. D., LL. D, Pres.

1863—Grand Traverse College, Benzonia, Mich.
S. B. Harvey, A. B., Pres.

1864—University of Denver, Denver, Col.
Rev. Wm. F. McDowell, A.M, S.T.B., Chancellor.

1864—Swarthmore College, Swarthmore, Pa.
Wm. Hyde Appleton, A. M., Ph. D., Pres.

1864—University of Kansas, Lawrence, Kan.
Francis H. Snow, Ph. D., LL. D., Chancellor.

1865—Nevada State University, Reno, Nev.
Stephen A. Jones, A. M., Ph. D., Pres.

1865—Lincoln University, Lincoln, Ill.
A. E. Turner, A. M., Pres.

1865—Westfield College, Westfield, Ill.
Rev. W. H. Klinefelter, Pres.

1865—University of Des Moines, Des Moines, Iowa.
Rev. J. P. Stephenson, A. M, Acting Pres.

1865—Washburn College, Topeka, Kan.
Rev. Peter McVickar, D. D., Pres.

1865—Cornell University, Ithaca, N. Y.
Charles Kendall Adams, LL. D., Pres.

1866—Berea College, Berea, Ky.
Pres. vacant.

1866—Carleton College, Northfield, Minn.
Rev. James W. Strong, D. D., Pres.

1866—Central Tennessee College, Nashville, Tenn.
Rev. John Braden, D. D., Pres.

1866—Hope College, Holland, Mich.
Rev. Charles Scott, D. D., Pres.

1866—The Lehigh University, South Bethlehem, Pa.
Robert A. Lamberton, LL. D., Pres.

1866—Tabor College, Tabor, Iowa.
Wm. A. Brooks, A. M., Pres.

1867—Simpson College, Indianola, Iowa.
W. E. Hamilton, A. M, Pres.

1867—Northwestern University, Watertown, Wis.
Rev. Augustus F. Ernst, Pres.

1867—Hiram College, Hiram, O.
Rev. E. V. Zollars, A. M., Pres.

1867—West Virginia University, Morgantown, W. Va
E. M. Turner, A. M., LL. D., Pres

1867—Ridgeville College, Ridgeville, Ind.
Rev. E. O. Dickinson, Pres.

1867—Fisk University, Nashville, Tenn.
Rev. Erastus M. Cravath, D. D., Pres.

1867—Muhlenberg College, Allentown, Pa.
Rev. Theodore L. Seip, D. D., Pres.

1867—Howard University, Washington, D. C.
Rev. Wm. W. Patton, D. D., LL. D., Pres.

1867—Johns Hopkins University, Baltimore, Md.
Daniel C. Gilman, LL. D., Pres.

1867—Atlanta University, Atlanta, Ga.
Rev. Horace Bumstead, D. D., Pres.

1868—University of California, Berkeley, Cal.
Pres. Vacant.

1868—University of Illinois, Champaign, Ill.
Selim H. Peabody, Ph. D., LL. D., Regent.

1868—University of Wooster, Wooster, O.
Rev. Sylvester F. Scovel, Pres.

1868—Wells College, Aurora, N. Y.
Rev. Edward S. Frisbee, D. D., Pres.

1868—Western Maryland College, Westminster, Md.
Rev. T. H. Lewis, D. D., Pres.

1868—Worcester Polytechnic Institute, Worcester, Mass.
Homer T. Fuller, Pres.

1869—Boston University, Boston, Mass.
Rev. William F. Warren, S. T. D., LL. D., Pres.

1869—University of Nebraska, Lincoln, Neb.
Charles E. Bessey, Ph. D., Acting Chancellor.

1869—West Virginia College, Flemington, W. Va.
Rev. Thomas E. Peden, Pres.

1869—Ursinus College, Collegeville P. O., Montg'y Co., Pa.
Rev. J. I. Good, D. D., Pres.

1870—Wellesley College, Wellesley, Mass.
Helen A. Shafer, M. A., Pres.

1870—Buchtel College, Akron, O.
Rev. O. Cone, D. D., Pres.

1870—University of Cincinnati, Cincinnati, O.
Hon. Jacob D. Cox, LL. D., Pres.

1870—Ohio State University, Columbus, O.
W. H. Scott, LL. D., Pres.

1870 - Carthage College, Carthage, Ill.
Rev. Holmes Dysinger, A. M., Pres.

1870—Syracuse University, Syracuse, N. Y.
Rev. Charles N. Sims, D. D., LL. D., Chancellor.

1870—Trinity University, Tehuacana, Tex.
Rev. J. L. Dickens, Ph. D., Pres.

1871—Stevens Inst. of Technology, Hoboken, N. J.
Henry Morton, Ph. D., LL. D., Pres.

1871—Smith College, Northampton, Mass.
Rev. L. Clark Seelye, D. D., Pres.

1871—Geneva College, Beaver Falls, Pa.
Rev. Wm. P. Johnston, A. M., Pres.

1872—Vanderbilt University, Nashville, Tenn.
Landon Cabell Garland, A. M., LL. D., Chancellor.

1872—Doane College, Crete, Neb.
Rev. David B. Perry, A. M., Pres.

1872—Arkansas College, Batesville, Ark.
Rev. I. J. Long, D. D., Pres.

1873—Drury College, Springfield, Mo.
Rev. Francis T. Ingalls, D. D., Pres.

1873—Penn College, Oskaloosa, Iowa.
Benjamin Trueblood, M. A., LL. D., Pres.

1873—Central University, Richmond, Ky.
Rev. L. H. Blanton, D. D., Chancellor.

1874—Pierce Christian College, College City, Cal.
James C. Keith, A. B., Pres.

1874—Ewing College, Ill.
Rev. John Washburn, D. D., Pres.

1874—Colorado College, Colorado Springs, Col.
Rev. William F. Slocum, Jr., A. M., Pres.

1874—Battle Creek College, Battle Creek, Mich.
William W. Prescott, A. M., Pres.

1874—Purdue University, Lafayette, Ind.

1875—Shaw University, Raleigh, N. C.
Rev. H. M. Tupper, D. D., Pres.

1875—South Western Presbyterian University, Clarksville, Tenn.
Rev. Chas. C. Hersman, D. D., LL. D., Chancellor.

1875—Parsons College, Fairfield, Iowa.
Rev. Ambrose C. Smith, D. D., Pres.

1875—Hedding College, Abingdon, Ill.
Rev. J. R. Jacques, D. D., Ph. D., Pres.

1857—Wilmington College, Wilmington, O
James B. Unthank, M. Sc., Pres.

1876—Grand River College, Edinburg, Mo.
Rev. J. T. William,s D. D., Pres.

1877—Adger College, Walhalla, S. C.
De C. Kemper, M. A., Pres.

1877—Clark University, Atlanta, Ga.
Rev. E. O. Thayer, A. M., Pres.

1877—Biddle University, Charlotte, N. C.
Rev. W. F. Johnson, D. D., Pres.

1877—Ogden College, Bowling Green, Ky.
William Obencham, A. M., Pres.

1877—State University of Colorado, Boulder, Col.
Horace M. Hale, A. M., LL. D., Pres.

1878—Ashland University, Ashland, O.
J. M. Tombaugh, A. M., Pres.

1879—Southwest Baptist College, Bolivar, Mo.
Julius M. Leavitt, A. M., Ph. D., Pres.

1880—Case School of Applied Science, Cleveland, O.
Cady Staley, Ph. D., LL. D., Pres.

1880—University of Southern California, Los Angeles, Cal.
Rev. M. M. Bovard, D. D., Pres.

1880—Southern University, New Orleans.
Rev. George W. Bothwell, D. D., Pres.

1881—Drake University, Des Moines, Iowa.
Rev. George T. Carpenter, A. M., Chancellor.

1881—University of New Mexico, Santa Fe, N. M.
Rev. Horatio O. Ladd, A. M., Pres.

1881—University of Texas, Austin, Tex.
Leslie Waggener, LL. D., Pres.

1882—Roger Williams University, Nashville, Tenn.
Rev. Alfred Owen, D. D., Pres.

1883—San Joaquin Valley College, Woodbridge, Cal.
Darius A. Mobley, D. D., Pres.

1883—University of North Dakota, Grand Forks, Dak.
Homer B. Sprague, Ph. D., Pres.

1883—Little Rock University, Little Rock, Ark.
Rev. Alfred Noon, A. M., Pres.

1883—Pierre University, East Pierre, Dak.
Rev. Wm. M. Blackburn, A. M., D. D., Pres.

1883—Philander Smith College, Little Rock, Ark.
Thomas Mason, A. M., Pres.

1883—Nebraska Wesleyan University, York, Neb.
Rev. C. F. Creighton, D. D., Chancellor.

1883—University of South Dakota, Vermillion, S. Dak.
Howard B. Grose, A. M., Pres.

1884—Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

1884—College of Montana, Deer Lodge, Mont.
Rev. J. D. McMillan, D. D., Pres.

1884—Tulane University, New Orleans, La.
William Preston Johnson, LL. D., Pres.

1885—Nebraska Central College, Central City, Neb.
Rev. Horace, A. Craue, A. M., Pres.

1885—Kansas Wesleyan University, Salina, Kan.
Aaron Schuyler, A. M., LL. D., Pres.

1885—Rollins College, Winter Park, Fla.
Rev. E. P. Hooker, A. M., D. D., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1890—Keuka College, Penn Yan, N. Y.
Rev. Geo. H. Ball, Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

1890—Clark University, Worcester, Mass
G. Stanley Hall, Ph. D., LL. D., Pres.

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Throughout the whole course it is sought to train the student in the principles and methods of scientific investigation, so that he may be able to rely upon his own judgment. In the latter part of the course he is required to make a somewhat extended original investigation of some electrical principle or phenomenon, and to embody his results in the form of a thesis. Much stress is laid in this work, and the results of these investigations have frequently formed the subjects of published papers.

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FRANCIS A. WALKER, Ph. D., LL. D., Pres.

Harvard University,

Cambridge, Mass.

DEPARTMENTS.

The Graduate School, Harvard College, the Lawrence Scientific School under the control of and enjoying the instruction offered by the Faculty of Arts and Sciences.

Schools of Divinity, Law, Medicine, Dental Medicine, Veterinary Medicine, Agriculture and Horticulture, each under the control of a separate faculty.

Summer Schools in Science, Languages, Medicine, and Bodily culture.

The scientific establishments including the Chemical Laboratory, the Jefferson Physical Laboratory; the laboratories of Botany, Zoölogy, Palæontology, Geology, Geography, Petrography, Mineralogy, Archaeology and Psychology; the Astronomical Observatory; the Arnold Arboretum; the Botanic Garden and Herbaria; and the Museums, including the Museum of Comparative Zoölogy, the University Museum, the Peabody Museum of Archaelogy, the Semitic Museum and the Museums of the professional schools.

The University Library, the University Chapel and the Athletic Buildings and Grounds.

NUMBERS IN 1891.

The total number of officers of instruction and government is 329, of whom 242 are teachers.

The total number of students is 2550, divided among the departments as follows: Arts and Sciences, 1552, Professional Schools, 719, Summer Schools, 279.

The total number of volumes in the University Library is 376,200 and the number of unbound pamphlets approximately equal.

The expenditures of the University for the year ending July 31, 1890, apart from new buildings, were $816,623.45.

INSTRUCTION OFFERED IN 1891.

By the Faculty of Arts and Sciences 219½ courses [each occupying three hours a week throughout the academic year] as follows:

Semitic (12 courses), Sanskrit and Zend (4), Classics (30), Modern Languages and Literatures (50), Philosophy (15½), Political Economy, History and Roman Law (25), Fine Arts and Music (7½), Mathematics and Engineering (28½), Physics (12), Chemistry (15), Natural History (20).

By the Summer School 55 courses, as follows: Chemistry (4), Botany (1), Geology (3) Physics (2), Field Engineering (2), German (2), French (1), Bodily Training (3), Medicine (37).

By the Divinity Faculty 27 courses as follows: Old Testament (8), New Testament (7), Church History (3), Comparative Religion (1), Ethics (1), Theology (3), Homiletics and Pastoral Care (3), Elocution (1).

By the Law Faculty 21 courses including the following subjects: Contracts (2), Criminal Law and Procedure, Property (3), Torts, Civil Procedure, Agency, Bills of Exchange

and Promissory Notes, Evidence, Jurisdiction and Procedure in Equity (2), Sales, Trusts Constitutional Law, Corporations, Partnership, Suretyship and Mortgage, Damages, Massachusetts Practice.

By the Medical Faculty 88 courses, including in the advanced instruction courses in the Diseases of children, Mental Diseases, Diseases of the Nervous System, Legal Medicine, Orthopedic Surgery, Opthalmoscopy and Bacteriology, &c.

By the Dental Faculty courses in Dental Therapeutics and Materia Medica, Operative and Mechanical Dentistry, Oral Anatomy and Pathology, Othodontia, and the Mechanical Treatment of Cleft Palates, &c.

By the Veterinary Faculty 26 courses.

By the Faculty of the Bussey Institution courses in Agriculture, Horticulture, Botany, Entomology, and Agricultural Chemistry

Pecuniary Aids, 1891.

Graduate School.	Fellowships	$12,200
" "	Scholarships	7,750
" "	Prizes	1,225*
Harvard College.	Scholarships	21 495
" "	Beneficiary Funds	17,600
" "	Loan Funds	3,248
" "	Prizes	1,055
Lawrence Scientific School	Scholarships	1,800
Divinity School.	Scholarships	1,385
" "	Beneficiary Funds	685
" "	Hopkins Fund	2,100
" "	Williams Fund	4,000
" "	Williams Fellowships	1,000
Law School.	Scholarships	1,500
" "	Prizes	100
" "	Foster Fund	150†
Medical School.	Scholarships	1,500
" "	Foster Fund	[150]†
" "	Prizes	375
		$79,168

* Many prizes open to graduate students are also open to students in other departments.

† The income of the Foster Fund is available in the Law and Medical Schools in alternate years.

Examinations for Admission.

Examinations for admission to Harvard College, the Lawrence Scientific School, the Law School and the Medical School will be held on June 23, 25, 26 and 27, in the following places: Cambridge, Quincy, Andover, Groton, Southborough and Worcester, Mass.; Exeter and Concord, N. H.; New York, Albany and Buffalo, N. Y.; Philadelphia, Cincinnati, Cleveland, Chicago, St. Louis, Minneapolis, Denver, San Francisco, Portland, Oregon; Göttingen, Germany, and Tokio, Japan.

Examinations will also be held in Cambridge on September 24, 25, 26 and 28.

Admission Without Examination.

A student may be admitted to Harvard University without examination (1) as a special student, on filing satisfactory certificate of character and scholarship; (2) as a candidate for the degree of A. B. or S. B., on presenting testimonials of scholarship and character and filing satisfactory certificates of high standing in an upper class of another College or Scientific School, or of graduation therefrom; (3) as a member of the Graduate School, or of a Professional School, on filing satisfactory evidence of graduation from a College or Scientific School of recognized standing, or of the completion of a course of study equivalent to that ordinarily required for the attainment of the first degree.

Frank Bolles, LL. B., *Secretary.* Chas. W. Eliot, LL. D., *President.*

Yale University,

New Haven, Conn.

COURSES OF GRADUATE INSTRUCTION: Graduates of this and other Colleges and Universities and (in exceptional cases, by special provision), other persons of liberal education, who are not less than eighteen years old, are received as students in these courses, with or without reference to the obtainment of a degree.

THE DEGREE OF DOCTOR OF PHILOSOPHY is conferred upon those who, after having taken a Bachelor's degree (implying a course of undergraduate study equivalent to that pursued in the Academical Department), and having studied in this Department not less than two years, shall have passed a satisfactory final examination and presented a thesis giving evidence of high attainment in the branches of knowlege pursued. The degree is not given, upon examination, to those whose studies are pursued elsewhere. The requirements for a degree in many cases exact of the student more than two years of labor; especially when the course of undergraduate study has been less than four years.

THE DEGREE OF MASTER OF ARTS is conferred on Bachelors of Arts of Yale College or of other Colleges, of two years' standing or upwards, who have given to the Faculty of the Academical Department evidence of having made satisfactory progress in liberal studies after receiving their first degree. Such evidence may be furnished by one year's systematic study (not professional) in New Haven, under the direction of the Academical Faculty, followed by an examination. Graduates of other colleges can obtain the degree only by residence as thus described.

THE DEGREES OF CIVIL ENGINEER AND MECHANICAL (or DYNAMICAL) ENGINEER are conferred on Bachelors of Philosophy who have taken the first degree in Engineering study, and who pursue a higher course under the direction of the Governing Board of the Sheffield Scientific School, for at least two years, sustaining a final examination, and giving evidence of their ability to design important construction and to make the requisite drawings and calculations.

YALE COLLEGE (ACADEMICAL DEPARTMENT).

REQUIREMENTS FOR ADMISSION.—(See December Number of the UNIVERSITY MAGAZINE.)

Candidates are allowed to divide the examination, with an interval of not less than a year between the two parts. In such cases, they must present themselves at one of the two regular examinations, that is, either in June or September, of the first year; and at this preliminary examination each candidate must submit a definite statement from his principal instructor of the subjects which he is authorized to offer. No candidate will be allowed to offer French, German, Geometry, the translation at sight of prose Latin, or prose Greek, at a preliminary examination; and at the close of such an examination, no certificate of partial admission will be furnished, unless at least six subjects have been satisfactorily passed.

THE REGULAR EXAMINATION FOR ADMISSION to College is held at Alumni Hall, New Haven, on the 25th, 26th and 27th of June, 1891.

A second examination is held in New Haven at the beginning of the College year, in September.

SHEFFIELD SCIENTIFIC SCHOOL.—For admission to the Freshman Class the student must pass a thorough examination in the following subjects—(See December Number of the UNIVERSITY MAGAZINE).

SCHOOL OF THE FINE ARTS.—The School aims to provide thorough technical instruction in the Arts of Design, viz: Drawing, Painting, Sculpture, Architecture, and Copperplate Etching; and to afford a knowledge of such branches of learning as relate to the Philosophy, History, and Criticism of Art. As a professional School of Art it aims to furnish a thorough course of study in the practice of the studios; and as a department of the University it aims to provide instruction in Art as a constituent part of the scheme of general culture. These departments, of Practice and Criticism, may be regarded as distinct or correlative.

THE DIVINITY SCHOOL.—The annual term of study, commencing on Thursday, September 24, 1891, will continue until the third Wednesday in May, 1892, when the Anniversary and the Annual Meeting of the Alumni will be held. The School is open, on equal terms, to students of every Christian denomination. Blank forms of application may be obtained by addressing the Dean of the Faculty, Professor George E. Day, or any of the other Professors. The conditions of admissions are membership in some evangelical Church, or other satisfactory evidence of Christian character, and a liberal education at some College or University, or in exceptional cases, an equivalent preparation for theological studies.

YALE MEDICAL SCHOOL.—In this School as at present organized, the inherent defects in the older and still common method of instructing chiefly by didactic lectures are recognized, and the methods employed are similar to those in vogue in the other Deprrtments of the University, Didactic lectures are still employed as best in some branches, but recitations from assigned reading, with explanatory lectures, laboratory work, and personal instruction in the clinics, constitute the main portion of the curriculum. The School has well equipped laboratories for the study of anatomy, histology, chemistry, physiology, and pathology, and the student spends much of his time in them during the first two years. In the second year he begins the practical branches of medicine, to which he devotes the third year. While the attention of the student is particularly directed to those banches which can be studied to advantage only in a well equipped medical school, the value of clinical instruction is fully appreciated, and amply provided for.

YALE LAW SCHOOL.--The undergraduate course is mainly devoted to the practical side of legal education, but also gives some introduction to the general ideas and sources of jurisprudence. In the graduate course, the studies are so arranged that those of the first year have no necessary connection with those of the next, and can therefore be profitably pursued by themselves when the student has no time to devote to a more extended education. The first year is mainly occupied with further instruction in practical topics begun in the undergraduate course, such as Corporations, Railroad Law, Patents, Code Pleading, and Practice in the United States Coutrs. The second year is mainly devoted to studies of a more scientific and philosophical character, such as General and Comparative Jurisprudence, Legislation and Government, Roman Law, the French Codes, and Private International Law. It is believed that the studies of the undergraduate course, and those of the first year of the graduate course cover all the topics which it is desirable for the ordinary law student to examine before admission to the Bar; and the fourth year (in which the degree of Doctor of Civil Law is awarded) is recommended only to those who desire to fit themselves to be something more than practicing lawyers.

The whole number of volumes in the several libraries of the University is over 200,000.

F. B. DEXTER, A.M., Sec. TIMOTHY DWIGHT, D.D., LL.D., Pres.

Princeton University,

Princeton, New Jersey.

Requirements for Admission.—Academic Department.

ALL entering students on their arrival must report at the President's house and register. Examinations for admission will be written, with supplementary oral examinations if needed. The first examination will commence in Princeton, on Thursday, June 12th, at 11 A. M., and continue through the afternoon of Friday. The second will commence on Tuesday, September 16th, at 11 A. M., and continue through the afternoon of Wednesday. Applicants who have any conditions or other deficiencies from the June examination are required to remove them at this time. *Attendance is required at the beginning of the examinations.*

Simultaneously with the June entrance examinations in Princeton, examinations will also be held in the cities of New York, Philadelphia, Pittsburgh, Cincinnati, Louisville, Chicago, St. Louis, Omaha, Denver, San Francisco, and at preparatory schools and other cities when necessary. The precise places in which the examinations are to be held can be learned by application to the President. Due notice of these examinations will also be published in leading local newspapers for several weeks in advance.

Examinations at other times and places than those specified are inconvenient and often impracticable, and applicants for examination at other than the regular days are required to pay $10 into the treasury.

Candidates for admission to the Freshman class are examined in the following books and subjects. It is recommended that the candidates be prepared for examination on the requirements as specified; but equivalents will be accepted.

ENGLISH GRAMMAR.—Whitney, or equivalent; Modern English History (1558–1880)—Gardiner, Anderson or equivalent; U. S. History—Johnston, Scott, or equivalent.

The writing of a short essay may be required as a part of the examination; the theme for the essay of 1890 will be based on the life and writings of Prescott or of Bayard Taylor.

The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements.

Candidates for admission to the next Freshman Class, Academic or Scientific, in 1890, will not be required to pass examination in Modern English History; and those applying for the same class, Academic Department, will not have to be prepared on the whole of Plane Geometry, but only on two books of Euclid, or an equivalent.

LATIN GRAMMAR; especially the inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs, and structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive; so much prosody as relates to accent, quantity, versification in general, and dactylic hexameter. Cæsar (five books of the Commentaries); Sallust (Catiline or Jugurtha); Virgil (six books of the Æneid); Cicero's Select Orations (six); Arnold's Latin Prose Composition (twelve chapters), or Jones' Exercises in Latin Prose; Geography of Ancient Italy.

GREEK GRAMMAR, including prosody; Xenophon (four books of the Anabasis), or Greek Reader (Goodwin's), 111 pages; Homer (the first two books of the Iliad, except the Catalogue of Ships); Greek Composition (Jones' Exercises in Greek Prose, or an equivalent —writing with the accents required); Geography of Ancient Greece and Asia Minor. Goodwin's Grammar is preferred. Special stress is laid upon a thorough knowledge of the noun and verb inflections. Candidates will do well to read an additional book of the Iliad, where

this can be done without sacrifice of thoroughness in the formal requisitions. Some experience in giving written answers to set questions is advantageous.

The Continental pronunciation of the vowels and diphthongs is preferred in both Latin and Greek.

ARITHMETIC, including the Metric system; Algebra, through quadratic equations involving two unknown quantities—including radicals, and fractional and negative exponents; Plane Geometry.

At the examinations in June and September, candidates intending to enter the Freshman class one year later are admitted, on request, to examination on a portion of the subjects required for entrance. Unless in exceptional cases, either two of the four general subjects, English, Mathematics, Latin, Greek, must be offered entire; or such parts of at least three subjects as are here prescribed, viz.: in *English*, Grammar and either U. S. History or Modern English History; in *Mathematics*, Arithmetic, with the Metric system, and either Algebra or Plane Geometry; in *Latin*, the full amount in Cæsar and one other author, with Grammar; in *Greek*, three books of the Anabasis, with Grammar.

Immediately after the opening of the College the entering students meet, according to announcement, for the registration of their names and subscription to the following pledge, required by the Board of Trustees:

We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other college so long as we are members of the College of New Jersey; it being understood that this promise has no reference to the American Whig and Cliosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.

SCHOOL OF SCIENCE.—This institution is a department of the College of New Jersey, founded in 1873 upon an endowment by Mr. John C. Green.

Candidates for admission to the Freshman class must be at least sixteen years of age. They will be examined in the following books and subjects:

ENGLISH: Grammar—Whitney, or equivalent; U. S. History—Johnston, or equivalent; Modern English History—Gardiner, or equivalent; Essay—the theme for 1890 will be based on the life of Prescott or of Sir Isaac Newton. The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements. MATHEMATICS: Arithmetic entire, including the Metric system, a practical knowledge of which is indispensable; Algebra, through quadratic equations including two unknown quantities, including evolution, radicals, theory of exponents; Geometry—Plane Geometry entire (five books of Wentworth's or Chauvenet's Geometry, or their equivalent). PHYSICAL GEOGRAPHY: The elements, as contained in Guyot's Grammar-School Geography.

MODERN LANGUAGES: Either FRENCH or GERMAN at the option of the candidate. In either language the examination will be upon the general principles of Grammar [French, Otto, pp. 28–201, or Whitney, pp. 27–202; German, Whitney, pp. 23–153 and 278–284; or Brandt, pp. 6–154; or Otto, Part I.; or Joynes-Meissner, pp. 19–177; or Huss, pp. 9–101 of the Theoretical Part,] and the ability to translate easy prose, such as, in French, the first fifty pages of *Lamartine's* Graziella, or of *G. Sand's* La Mare au Diable, or *Erckmann-Chatrian's* Le Conscrit, or *Lacombe's* Petite Histoire du Peuple Francais; or in German, either *Storm's* Immensee, or *Grimm's* Màrchen (Otis' edition, pp. 61–109), or *Boisen's* German Prose (pp. 3–51).

It is recommended that all candidates should receive instruction in free-hand drawing before their entrance.

President, FRANCIS LANDEY PATTON, D.D., LL.D.

Registrar, HENRY N. VAN DYKE, Princeton, N. J.

The University of the City of New York

comprises faculties of Arts and Science, of Medicine and of Law, the professors of each being elected by the University Council, which is the corporation. The University Corporation is in alliance with the Union Theological Seminary, conferring, on certain conditions, the degrees of B. D. and D. D. upon the graduates of the latter.

I.—THE FACULTY OF ARTS AND SCIENCE has under its charge three distinct lines of work.

1st. *The undergraduate work or University College.* The student may enter either the Classical or Scientific course, which alike are intended to give a liberal education, the latter offering more of Modern Languages and Natural Sciences than the former. For details concerning entrance examinations, and other information, and for catalogues, address Secretary D. W. Hering, care of the University.

2d. *The Graduate Division or Graduate Seminaries.* Graduates of any college of approved standing may become candidates for the Doctorate of Philosophy. Three major courses, in one group or seminary, must be taken for the doctorate. Two minor courses, in the same, or in another group, must be taken in addition. Beside these four courses, a thesis is required. For a Master's degree, only two courses are required. The three groups or seminaries are: (a) Language and Literature, (b) Mathematics and Natural Science, (c) Philosophy and History. For details of courses and other information address Register of the Graduate Division.

3d. Professional schools under the Faculty of Arts and Science.

(a) *The School of Engineering* enrolls students who have completed the Freshman year in the Scientific Course, and offers them a four years' course for the degree of C. E., the fourth year being Post-collegiate. For full information, address Prof. Brush, care of the University.

(b) *The School of Pedagogy.* For admission to the School of Pedagogy a student must be a graduate of a college of arts and science, or of a New York Normal School, or must present testimonials of general scholarship and culture equal to that received by graduates of the New York Normal Schools. Students are enrolled in Senior and Junior Divisions. The members of the Senior division, after completing the course of study and seven years of successful teaching, will be graduated with the degree of Doctor of Pedagogy. The members of the Junior Division, after completing the course and three years of successful experience, will be graduated with the degree of Master of Pedagogy. This is the first instance in the history of Education in which a University has promised special degrees to teachers who should master a full course of study in Pedagogy.

II. THE FACULTY OF MEDICINE.—The University Medical College or Department of Medicine of the University is in East Twenty-sixth street, immediately opposite Bellevue Hospital, between First Avenue and the East River. Hereafter matriculants desiring to become candidates for the degree of M. D., are required to pass an examination upon preliminary studies, except those who present certain testimonials which by the Rules of the Regents are accepted in the place of examinations. Beginning with the season of 1891-92, candidates for graduation, except such as have previously marticulated in this college, must have attended three full courses of lectures. Details concerning this change in the requirements will be published in the next catalogue.

THE FACULTY OF LAW.—The University Law School offers a two years' course for the degree of Bachelor of Laws.

Students may enter at any time, and while no previous course of study is required, careful preparation is urgently recomended. Blackstone's or Kent's Commentaries should be read, with constant reference to Abbott's, Bouvier's or Burrill's Law Dictionary; and the student will derive great advantage throughout his course at the School from the previous study of Pomeroy's Municipal Law, or Walker's or Warren's Introduction, of some elementary work on the Roman Law, such as Poste's Gaius, or Ortolan's Roman Law, by Prichard, Clarke's Early Roman Law, and of Stubbs's Select Charters and Constitutional History.

Note.—By the terms of an endowment made by the Woman's Legal Education Society, a course of "Lectures upon Law to non-matriculants, and in particular to Business Women," is given by Mrs. Emily Kempin, LL.D., under appointment by the University Council.

HENRY M. MACCRACKEN, LL.D., Chancellor.

Brown University,

Providence, R. I.

Courses for 1891–92 in the Romance Languages and Literatures.

1. FRENCH LANGUAGE.—Reading of novels and plays by contemporary authors. Special study of idioms.
(For candidates for the degree of A. B.)

2. FRENCH LANGUAGE.—Scientific novels and primers. Special study of scientific terms.
(For candidates for the degree of S. B.)

3. FRENCH LITERATURE.—Classic authors. History of the civilization and literature of France during the 17th and 18th centuries. Lectures and rapid readings in class. Reports on outside work.

4. FRENCH LITERATURE.—Romantic and contemporary authors. History of civilization and literature of France since the Revolution. Lectures and rapid reading in class. Reports on outside work and essays.

5. FRENCH LITERATURE.—Sixteenth century. Lectures on the language and literature of the period of the French Renaissance.
(Given only to specially prepared students having passed courses 3 and 4.)

6. OLD FRENCH AND PROVENCAL.—Study of the language, literature and civilization of France during the Middle Ages.
(Offered to graduates able to handle Latin, modern French and Italian.)

7. FRENCH GRAMMAR AND COMPOSITION.
(Open to students who have taken courses 3 and 4.)

8. ITALIAN.—Beginning course in Grammar and Reading.

9. SPANISH.—Beginning course in Grammar and Reading.
(Given alternately with course 8, not given in 1891–92.)

10. ITALIAN.—Classic authors. Lectures on Italian Literature and on the Italian Renaissance.
(Open only to specially qualified students familiar with French Literature and Modern Italian.)

E. BENJAMIN ANDREWS, D. D., LL. D.,
President.

Williams College,

Williamstown, Mass.

Founded by Col. Ephraim Williams, who fell in battle at Lake George, September 8, 1755. Chartered 1793.

Corporate name: The President and Trustees of Williams College.

24 instructors; 311 students; 3,163 graduates.

Williams College maintains only an academic course, leading to the degree of Bachelor of Arts, and, after graduate work under certain conditions, to the degree of Master of Arts. There is no scientific or literary course of study and no degree is granted to irregular students.

Admission to the college is by examination or by certificate. The examination for 1890–91 will be held in No. 4, Hopkins Hall, Monday and Tuesday, June 22d and 23d, and Tuesday and Wednesday, Sept. 22d and 23d, and, in case the number of applicants warrants it, arrangements are made for simultaneous examination in places at a distance.

The examination may be divided by the student into preliminary and final. For the preliminary examination a student may offer himself only with the written approval of his instructor; certain subjects are reserved for the final examination, and no credits will be given for the preliminary examination, unless the student pass upon a substantial part of the work offered.

The right to send students by certificate is granted by special vote of the faculty to preparatory schools and academies upon the presentation of evidence that they maintain a good standard of scholarship, and the right is withdrawn if students coming upon certificate from any school are found to be insufficiently prepared.

Ability to read at sight in easy Greek and Latin is expected in the examination, but a thorough and accurate knowledge of the fundamentals in mathematics, and of the ordinary facts of Greek and Latin grammar is essential. Equivalents for the authors specified in the catalogue will be accepted.

For a specific statement of the terms of admission and the limitations of the certificate privilege, see the catalogue, pp. 23–28.

Students from other colleges of good standing are admitted upon certificate of honorable dismissal, but not to the senior class after the beginning of the second term. Examination is required upon subjects not covered by the certificate.

Provision is made for special students who for good reason may be unable to take up the full work, but no degree is granted to such students, and the right to attend classes is somewhat carefully restricted by special regulation (catalogue, pp. 26–27) to students of sufficient maturity and mental discipline.

The work of Freshman year in Greek, Latin, Mathematics and French, continuing the subjects of the preparatory course, but with considerable broadening of method in the direction of rapid reading and

attention to the form and subject-matter of the authors read in Greek and Latin. In Sophomore year, German, History, Physics, Biology and Chemistry are required ; the work is done largely by lectures or after laboratory methods. Greek, Mathematics and Latin are required for part of the year and continued as optionals, each student taking one of the three during the last half of the year. The required studies of Junior and Senior years are chiefly in the historical and metaphysical sciences ; this work continues to be considered, as it has been in the past in this college, especially important as an element in education.

The elective work of Junior and Senior years is explained in detail in the catalogue, pp. 31–37. The schedule is so arranged as to permit the grouping of similar studies, and the concentration of work upon history and political science, natural science and mathematics and astronomy, modern languages and literatures, philosophy, or classical philology. Still more important is the fact that the subdivision of the class into small sections allows special and individual work under the direction of the instructor. All the work in biology, physics and chemistry is done in the laboratories, two or three hours of such work counting as one in making up the six hours of elective work. The laboratory method is also followed in the higher mathematics, and for the electives in Greek and history there is a special room where working libraries, supplemented by books from the college library, are reserved for the use of students. For the Latin elective there is a similar room in the library building with access during working hours to the main library ; the electives in Greek and Latin have also a collection of about 4,000 dissertations and other philological pamphlets. It is the intention of the college that these newer methods of instruction and work in all departments, which are past modifications of the German *Seminar* system and which must be regarded as to some degree tentative, shall be used in advanced work as fully as the conditions of the American college permit. In this direction the small size of the elective divisions has been a great advantage, and has enabled the college to participate in the recent movements toward reforming and individualizing methods of instruction.

The college and society libraries contain about 40,000 volumes and 5,000 indexed pamphlets. Books are to be accessible to every student ; there are no closed alcoves. All departments of the library are open from 10 to 1, and from 2 to 4, and one of the reading rooms is open in the evening.

The Lasell Gymnasium is a new building and is equipped with the best modern appliances. It is under the control of a director, who advises students in regard to physical development according to the results of examinations and systematic measurements made at the beginning of Freshman year and repeated during the course.

REV. E. B. PARSONS, D. D., *Secretary.* FRANKLIN CARTER, Ph. D., LL. D., *President.*

University of Pennsylvania,

Philadelphia, Pa.

The University of Pennsylvania includes in its system a number of Departments, and as each of these has its own organization and officers, and publishes its own announcements, letters of inquiry on business should be addressed to the proper official as named below :

THE COLLEGE DEPARTMENT.—Horace Jayne, M. D., Dean, including The Course in Arts, The Courses in Science (Towne Scientific School), The Course in Architecture, The Courses in Natural History, The Course in Finance and Economy (Wharton School), The Course in Music. The Course in Biology, preparatory to Medicine.

THE DEPARTMENT OF MEDICINE.—James Tyson, M. D., Dean.

THE DEPARTMENT OF LAW.—C. Stuart Patterson, LL.B., Dean.

THE AUXILIARY DEPARTMENT OF MEDICINE.—Joseph T. Rothrock, M. D., Dean.

THE DEPARTMENT OF DENTISTRY.—James Truman, D. D. S., Dean.

THE DEPARTMENT OF PHILOSOPHY.—Horace Jayne, M. D., Dean.

THE DEPARTMENT OF VETERINARY MEDICINE.—John Marshall, M. D., Dean.

THE DEPARTMENT OF PHYSICAL EDUCATION.—Randolph Faries, M. D., Director.

THE MUSEUM OF ARCHÆOLOGY AND PALÆONTOLOGY.—Stewart Culin, Secretary.

THE LIBRARY.—Gregory B. Keen, A. M., Librarian.

The general catalogue may be had on application to the Secretary of the University.

Special Notice.

THE COURSE IN MECHANICAL ENGINEERING.—The course in Mechanical Engineering is one of the four technical courses offered in the Towne Scientific School of the College Department. In the Freshman and Sophomore years of that department the students of all except the last two enumerated above pursue the study of Rhetoric, English Literature, History, Mathematics, Mechanics, Chemistry, and the languages elected by the student with a view to his future course. He may choose between Latin and Greek, Latin with French and German, or French and German without Latin. At the end of Sophomore year the courses divide into essentially different groups of studies, any one of which may be taken by the student, and if one of the Science courses be elected it will take a Junior, a Senior and a Post-Senior year to complete it and secure the proper technical Degree, although the Degree of Bachelor of Science is given at the end of the Senior year. To enter upon the full course of Mechanical Engineering the preparatory work of the Freshman and Sophomore classes, or its equivalent, is required, as set forth in the college catalogue. The course in Mechanical Engineering was established as a branch of Civil and Mechanical Engineering in 1872. In

1875 the Whitney Professorship of Mechanical Engineering was created, and in 1876 the first Professor was elected. A number of graduates have taken the degree of Mechanical Engineer, and of these the majority are now holding responsible positions in their profession.

Instruction in this course is eminently practical and is given by recitations, lectures and very extensive laboratory practice. Mathematics, Chemistry, Physics, Drawing and Languages are continued into the Junior year, when the more technical studies are begun. Applied Mechanics is treated under the heads of Graphical Statics, Statics of rigid bodies, Hydrostatics and Hydraulics, Kinematics and Hydrodynamics. Steam Engineering is then taken up, and after a thorough course in theory each student is required to make calculations and furnish designs for special types of engines and boilers, including marine engines with their peculiar requirements as to displacement and stability. The steam laboratory is fully equipped with a steel boiler of 25 H. P., a 10x24 Hamilton Corliss engine, and an 8x16 Porter-Allen engine, with all needed apparatus in the way of pumps, calorimotors, dynamometers, condensers, gauges, indicators and testing machines. A floor space of 1,500 square feet is set apart for work in wood and metals, and furnished with benches, lathes, drills, and planes, although these machine appliances are kept strictly subordinate to the more essential hand and brain work.

As the greater part of the education of an electrical engineer must be mechanical, and as no mechanical engineer can be considered as fully equipped without a knowledge of electrical engineering, the University has declined to separate these courses or to create a new degree, but has made thorough provision running through two years for the instruction in this increasingly important branch. It begins in the Senior year with the study of quantity, potential, current, resistance, electro-static and magnetic measurements and the units adopted in practice. Measurements and the construction and calibration of instruments is then taken up, followed by the practical study of the best types of dynamos, lamps and conductors. A large laboratory is devoted to the practical work in this department, and is provided with an unusually extensive collection of standard instruments, and the numerous commercial appliances for electrical purposes. The classes are divided into limited sections for this work in order that they may receive the personal oversight of the Professor or Instructor in charge. During the coming year an extensive central plant will be erected to supply heat, ventilation and light to all the University buildings, and this, with its various types of boilers, engines, motors, dynamos and electric light system, will add immensely to the practical resources of this department in the way of accessible working illustrations.

The Evans-Roger Library of Engineering in the University Library is of special value to the students of this course, and in connection with it is maintained a full series of engineering periodicals, kept in such a way as to be constantly and readily accessible to the classes.

The University offers this course to those who propose to enter upon the profession of mechanical engineering with full confidence that it presents a complete and well rounded curriculum, calculated to give a thorough training in the principles underlying the divisions of the profession, and measurably in their application.

For further and detailed information regarding the course, application may be made to the Whitney Professor of Dynamical Engineering.

PROF. HENRY W. SPANGLER, University of Pennsylvania.

WM. PEPPER, M. D., LL. D., Provost.

Columbia College in the City of New York.

COLUMBIA COLLEGE in the City of New York at the present time consists of the School of Arts, the original college, founded in 1754; of sundry professional schools, to wit: the School of Law, the School of Mines, and the College of Physicians and Surgeons, admission to all of which, as candidates for professional degrees, is open to all students whether or not they are college bred men; and of the University Faculties of Law, Mines (Mathematics and Natural Science), Political Science and Philosophy, which conduct all courses leading to the university degrees of Master of Arts and Doctor of Philosophy.

The point of contact between the college and the university is the senior year in the School of Arts, during which year the students in the School of Arts pursue their studies with the consent of the Faculty of Arts, under one or more of the University Faculties.

The School of Arts.

The School of Arts, or the college proper, has a curriculum of four years' duration leading to the degree of Bachelor of Arts. Candidates for admission to the School of Arts must be at least fifteen years of age and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

For information concerning the School of Arts, address the Registrar of the School of Arts, Columbia College, New York.

The University Faculties.

The University Faculties of Law, Mines (Mathematics and Natural Science), Political Science, Philosophy and the College of Physicians and Surgeons, taken together, constitute the University. These university faculties offer advanced courses of study and investigation, respectively, in (a) Private or Municipal Law, (b) Mathematics and Pure and Applied Science, (c) History, Economics and Public Law, and (d) Philosophy, Philology and Letters. Courses of study under one or more of these university faculties are open to members of the senior class in the School of Arts, and to all students who have successfully pursued an equivalent course of undergraduate study to the close of the junior year. These lead through the Bachelor's degree to the university degrees of Master of Arts and Doctor of Philosophy.

For information concerning the degrees of Master of Arts and Doctor of Philosophy, address the Secretary of the President, Columbia College, New York.

The Professional Schools.

The professional schools of Law, Mines, and Medicine, receive, on terms prescribed by the faculty of each school, all students, as well those not having pursued a course of undergraduate study as those who have, as candidates for professional degrees.

1. The School of Law, established in 1858, offers a three years' course of study in common and equity jurisprudence, medical jurisprudence, criminal and constitutional law, international law public and private, and comparative jurisprudence. The degree of Bachelor of Laws is conferred on the satisfactory completion of the course. The courses in constitutional and international law and comparative jurisprudence are conducted by the Faculty of Political Science.

For information concerning the School of Law, address the Secretary of the School of Law, Columbia College, New York.

2. The School of Mines, established in 1864, offers the following courses of study, each of four years' duration, and each leading to an appropriate professional degree; namely,

mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and applied chemistry, architecture; and as graduate courses, of two years each, sanitary engineering, and electrical engineering.

For information concerning the School of Mines, address the Registrar of the School of Mines, Columbia College, New York.

3. The College of Physicians and Surgeons offers a three years' course of study in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine (M. D.)

For information concerning the Medical Department, address the Secretary of the College of Physician and Surgeons, 437 West 59th St., New York.

The Non-Professional Schools.

The University Faculties of Political Science and Philosophy conduct respectively the Schools of Political Science and Philosophy, entrance to which is open only to students who have completed their junior year in the School of Arts, or in some other college maintaining an equivalent curriculum.

1. The School of Political Science, established in 1880, embraces courses in constitutional history and law, history of political theories, political economy and social science, Roman law and comparative jurisprudence, administrative law, international law, and history.

2. The School of Philosophy, established in 1890, embraces courses in philosophy, philology, and letters.

For information concerning the Schools of Political Science, and Philosophy, address the Secretary of the President, Columbia College, New York.

SETH LOW, LL.D., President.

St. John's College,

Annapolis, Maryland.

TIME AND TERMS OF ADMISSION.

The regular examinations for admission into the College or the Preparatory Department are held on the third Wednesday and following Thursday of September of each year, and candidates for admission are requested to be present, if possible, on those days. Testimonials of good moral character must be furnished by each applicant, those of former teachers being preferred, and, if from another college, he must present a certificate of honorable discharge.

Candidates for the degree of Bachelor of Arts, to obtain admission to the Freshman Class, must, unless they have passed through the regular course in the Preparatory Department, sustain an examination in the following studies:

English Grammar and Composition, (including Punctuation); U. S. History; History of England; Geography; Physical Geography; Physiology; Arithmetic; Algebra through Quadratic Equations, especially Factoring and Fractions; Hadley's, Goodwin's or Kuhner's Greek Grammar; Xenophon's Anabasis, (one book); Harkness', Gildersleeve's or Allen and Greenough's Latin Grammar; Cæsar's Commentaries, (four books); Ovid, (fifteen hundred lines); Virgil, (two books of the Æneid); Latin and Greek Composition.

Candidates for other degrees must pass the same examination, except in Greek.

Candidates for admission to any higher class must be examined in all the previous studies of the class they enter.

The course of study in the Classics and Mathematics in the Preparatory and lower collegiate classes has been arranged in accordance with the requirements of the examination for matriculation in the Johns' Hopkins University.

A student who may have advanced through the Sophomore Class is entitled to matriculate at Johns' Hopkins University without undergoing any examination. He is also permitted to enter the second year's course at the University if he can pass satisfactorily a test examination.

Special rates and scholarships for sons of the clergy. Students may board in the college commons, in the club or in private families, rates ranging from $140 to $200.

For catalogues address the president.

THOMAS FELL, LL. D., Ph. D.

Trinity College,

Hartford, Conn.

This College was chartered under the name of "Washington College" and began work in 1824. It received its present name in 1845. It has no Preparatory School, nor Professional or Scientific School connected with it, but it is simply a College of Liberal Education, under the control and direction of Churchmen. The College offers four Courses of Instruction, viz.:

I. A Course in Arts.
II. A Course in Letters and Science.
III. A Course in Science.
IV. A Course in Letters.

The courses extend over four years, with the exception of the Course in Science, which is completed in three years. Students completing the Course in Arts receive the degree of Bachelor of Arts. Students completing the Course in Letters and Science, or the Course in Science, receive the degree of Bachelor of Science.

Students who do not propose to pursue all the studies of any of the regular courses are permitted, under the name of Special Students, to recite with any class in such studies as upon examination they are found qualified to pursue. They are subject to the same rules and enjoy the same privileges as other students; and, upon honorable dismissal they are entitled to a certificate from the President, stating the studies which they have pursued during their residence in the College.

The requirements for admission and the course of instruction for degrees in the Arts have always been practically the same as in other New England Colleges.

Two Examinations for Admission are held at the College in each year: the first at the end of June, in Commencement Week; and the second in September, immediately before the beginning of the Christmas Term. In 1891 the order of the Fall examinations will be as follows:

Tuesday, September 15th, 8.30 A. M., Greek; 2 P. M., Algebra.

Wednesday, September 16th, 8.30 A. M., Latin; 2 P. M., Arithmetic and Geometry.

Thursday, September 17th, 8.30 A. M., English.

Note.—Candidates for the Course in Science will be examined in Solid Geometry and Plane Trigonometry at the hour appointed for Greek, and in the History of the United States in connection with the examination in Latin.

Candidates are required to present themselves at the hours appointed for the beginning of the examinations. Copies of catalogues and examination papers, and information concerning the courses of instruction, scholarships, etc., can be obtained from the President or from the Secretary of the Faculty.

Geo. Williamson Smith, D. D., LL.D., Pres.

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JAMES WILTON BROOKS, LL. D. W. G. ELIOT, Ph.D., Editor.
REPRESENTING THE PROPRIETARY INTERESTS,
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NEW YORK, OCTOBER, 1891.

Post Graduate Instruction in Law.

BY AUSTIN ABBOTT, LL. D., DEAN OF THE LAW SCHOOL OF THE UNIVERSITY OF THE CITY OF NEW YORK.

I AM asked to give the readers of the UNIVERSITY MAGAZINE some account of the Graduate Course now forming in the Law School of the University of the City of New York; and I do so with much pleasure, for it gives me a desired opportunity to call the attention of studious and progressive men in my profession to the present situation of American Law, and the need of taking a step in advance in professional methods.

What is the present situation?

All will probably recognize the existence of the following characteristic features:

1. The interest in law, felt by the community at large, is wider now than ever before. The journals of the day give constantly increasing space to the editorial discussion of legal and constitutional questions. And the news columns include not merely the personal and sensational incidents of litigated controversies as formerly; but now the points of law made by counsel in argument, or decided by the courts, are often accurately summarized and not unfrequently telegraphed over the country as news of general interest. The business men of to-day commonly show an ability to appreciate legal questions, which comparatively few possessed a generation ago. There is a tendency to a popularization of some parts of the law, which attests the great increase of the interest of laymen in it. Whether this is due to the intrinsic character of jurisprudence, or to the general advance of intellectual activity and power, or to both, is not material to consider here: the significant fact is that

the general public are taking an increasing interest in the principles and reasons of the law, and in their actual application.

2. Precedents, which hitherto have been the source and life of the law are losing their virtue as such. They are falling from authority by the sheer weight of their own mass. The courts are pouring forth a flood of decisions, each with its argument of counsel and its opinion of the judges. In all the States they issue in an incessant stream increasing with the increase in the volume of litigated business. They are now all published promptly in periodical form and circulated with weekly, monthly, quarterly and annual indexes and digests. Every lawyer who reads is beset with a swarm of pages too numerous to be read, but yet containing much that is too important to be disregarded. The first effect of the modern multiplicity of precedents was to make lawyers look less to the earliest, and more to the latest precedents. Fifty years ago the earliest authorities were (other things being equal) the strongest authorities. And they were the strongest because of being the earliest. Later authorities were stronger or weaker according to their agreement or disagreement with the earlier. Now we look for the latest utterance of the highest court or of the court we are in, because now the latest is the strongest. The most recent interpretation of the law is now the one most likely to be followed, and this likelihood diminishes the authority of all that lie back of it. Fifty years ago English decisions rendered before our revolution were accepted authority here. Now English decisions are rarely quoted, and when quoted it is usually for their reasoning, not for their virtue as authoritative precedents.

3. While the authority of precedent is thus declining, the conflict among precedents is increasing. The law shares the general tendency of differentiation. Rarely do two courts look at a question in exactly the same way Often the same court differs somewhat in itself. Whenever a question is presented on which the precedents within the State jurisdiction are not controlling the precedents of other States are weighed. Courts of last resort in more than thirty—now over forty—states have long been reconsidering and interpreting afresh, both Common Law, and Equity Jurisprudence, and the business now before our courts is full cf questions on which the authority of precedent is at once inconclusive and at variance with itself.

4. The progress of invention and of innovation in business and social usages is giving rise to controversies of novel character. Not only do old questions abound on which the old view of the law is unsettled and insecure, but new questions daily arise which the old views of the law have not determined. It is impossible to introduce the telephone and the electric light without raising questions of law which did not exist in a previous generation. It is impossible to crowd a million and a quarter of people together on Manhattan Island without raising questions of law that the presence of half a million on the same area would never suggest. Every important change in general social condi-

tion, general usages of business, and general physical forces, necessarily involves important changes in the law or its interpretation. An increasing succession of novel and unsettled questions, therefore, seems a necessary feature of our times.

What I wish to call to the attention of thoughtful and progressive men interested in jurisprudence is this: that such a situation emphasizes the importance, not only of education for the bar in a knowledge of what has been and remains settled, but also of more systematic methods of developing the power to deal with what is not settled. Many of our most active and successful practitioners—the men who, so far as concerns the ordinary service of the interests of the business community, are among the most useful of the profession—confess their unreadiness to handle new questions. "Have you an authority?" says the judge, when confronted with a novel or perplexing case. The case lawyer feels as if he were confessing defeat when he confesses that he has no case in point. Now I do not propose departures from any settled doctrine or application of the law, nor an innovation of new doctrines. But I put this proposition: When a question has to be decided on which there is no adequate authority, or on which a conflict of authority requires the Court to decide which of two rules is to be followed, the bar are invited to a discussion of the question in view of its public merits. Then is the opportunity for men capable of handling such open questions in the light of the relative fitness of each rule to the conditions, usages and needs of our communities and by the test of intrinsic justice. And the bar, instead of being disconcerted or embarrassed by the lack or the uncertainty of authority, should find in such cases, as many of them already do, a golden opportunity for their most successful work.

The studies preparatory to admission to the bar are necessarily chiefly given to learning the settled principles of law. The studies we propose for those members of the bar, whether law school graduates or not, and those graduates, whether already members of the bar or not, who desire to pursue further studies, are selected with the design *first* to promote clearness and exactness in the knowledge of what is settled, especially in the departments of litigation and conveyancing, where such knowledge is of the most immediate practical value, and to give breadth and significance to this knowledge by tracing the sources and history of fundamental ideas. For this purpose there is a course on Historical and Analytical Jurisprudence, one on Interpretation of Documents, and one on the Policy of Counsel in Preparing for and Trying Causes. And I propose to take such as desire it through an inquiry into the Principles and Methods of Legal Reasoning, the object of which is to define and illustrate the kinds of reasoning and the kinds of premises, sociologic, ethical, economic or political which are now legitimate elements of forensic reasoning, and recognized by the courts to-day as proper grounds for judicial decision of open questions.

Some special topics which abound in questions not already settled, such as Advanced Constitutional Law, The Police Power and the Law

of Municipal Corporations will be considered in detail in special courses on those topics, and others are in preparation to be added in due course of time.

We do not propose in these courses to adopt academic methods of recitation. Each professor will be guided by his own judgment in view of the subject on hand. I have reason to expect such interest on the part of those who join these courses as will render it most advantageous to pursue professional methods of investigation and research. For myself I shall be rather a fellow student, leading those who are with me in inquiries which are of great practical value to us all, and I expect to proceed on each question we examine very much as I should if they were associated with me in practice and we met the question in the course of professional duty.

In this effort to invite the bar to the study of practical jurisprudence with the aid and the facilities of University Organization and Resources, we shall welcome all suggestions of others, whether they come to us by way of direct request or advice, or in the form of the generous rivalry of other universities in contributing to advance the same object.

AUSTIN ABBOTT.

Memorial Upon the Supply and Demand of Professional Students in Prussia.

BY DR. W. LEXIS, PROFESSOR IN THE UNIVERSITY OF GÖTTINGEN.

Translated by A. T. Swift, A. M., Instructor in Brown University.

Owing largely to the German Emperor's recent speech, there is in Germany considerable discussion at present over the question of the supply and demand of students in German universities, in theology, jurisprudence, medicine, pharmacy, dentistry, philology and science. Quite recently there has appeared in Germany a pamphlet, printed privately, by Professor Doctor W. Lexis, entitled "*Denkschrift ueber die dem Bedarf Preussens entsprechende Normalzahl der Studirenden der verschiedenen Fakultäten.* The figures and facts given in this are somewhat startling. All the professious except those of dentistry and Catholic theology are overcrowded; evangelical theology, medicine and philology in particular. Only in dentistry and Catholic theology is the demand in excess of the supply. Under these circumstances it is not surprising that the Emperor strenuously urges students to abstain from the study of philology for the next ten years.

The members of the academic professions find occupation in offices partly spiritual and partly secular, whose number increases but slowly, or else in business industries, which are fully subject to competition. In cases of the former kind the regular annual demand for recruits for the gaps which occur through death and for the occupation of places newly

opened, can be established with approximate accuracy, as shown in the following statements. It is thus obvious on examination just what number of students in the departments concerned is necessary to cover this demand in a regular manner. In the competitive callings, however, only hypothetical assumptions can be adduced touching the suitable number of representatives of each department, and with reference to the desirable number for these occupations only estimates and probable assumptions can be attempted.

The following interesting facts and figures are taken from Dr. Lexis's Memorial :

First, Evangelical (Protestant) Clergymen. According to the "Statistical Handbook for the Prussian State," the number of evangelical livings in 1885 amounted to 9,009, including military livings and livings in connection with institutions. Since then the number of livings has increased at the rate of about 25 per year. At the beginning of 1888 the total number of ecclesiastical places was 9,058, of which 6,593 were included in the old and the remainder in the new provinces. From 1882 to 1887, 1,277 vacancies have occurred from various causes, as death, discharge, etc., or an annual average of 213. There is annual need of 314 available candidates to fill vacated and newly created positions.

Assuming an average course of study of 3½ years, this would require 1,320 students to cover all possible contingencies. Now the facts of the case are that about 2,713 men are studying theology, a surplus of 1,393 over the demanded number. This is the surplus for the year 1887. Compared with a surplus of 250 in 1881, it shows a considerable increase in the ratio of supply to demand. This increase in ratio, however, is lowered by the two examinations for positions. In 1887 464 passed the first and 331 the second examination, this latter number rather more than covering the 324 available positions.

The demand for Protestant clergymen reached its highest point in 1876. Till then, the number of examined and worthy candidates remained considerably behind the number of places annually becoming vacant, and it is not very clear how in the old Prussian provinces the specified number of places could then have been filled. Older candidates for the pastoral offices were few, inasmuch as the deficit in students of theology had already been constantly increasing since 1868. After 1881, however, the number of theological students increased. Up to the year named 1881, candidates were permitted to expect permanent positions if they passed their second examination, but for recent candidates the waiting time increased by a number of years equal to the quotient arising from the division by 1320, of the sum of the surplus arising since 1881. From 1881 up to 1887 these surpluses amount to 6632 and accordingly the waiting period for young men ending their theological course with the winter semester of 1887–8 would be five years longer than for those graduating in 1881. For those who have presented themselves between then and now, the condition is worse still, because the excessive pressure of supply has not ceased.

Second, Catholic Clergymen. According to the "Pocket Book for the Catholic Clergy" the number of curacies in the catholic bishoprics of Prussia reaches 6707. Including the 137 catholic clergy in the Prussian portions of the Prague and Olmütz bishoprics for 1887, the total number reaches 6844 places. Adding all other participants in the church service, we have 7941. This number includes chaplains, vicars, and all similar officers. About 240 vacancies occur each year. In order to fill these vacancies, it is necessary that 860 students should be studying catholic theology on a 3¼ years' course. This number will allow for the 10 per cent. who fail to pass. For many years, however, it has not been reached, statistics for 1889 showing the actual number to be 581 Prussian Catholic theological students in German universities, being 279 under the required amount.

The number of Prussian Catholic theological students in Prussian institutions for higher learning reached its lowest in the winter semester of 1880–81, which was 182, while, according to Conrad's Yearbooks, it constantly increases backward. In the winter of 1871–72, directly before the beginning of the *Kulturkampf*, it amounted to 448. The maximum number fell in the winter of 1866–67, viz.; 656. If at that time 150 to 200 theologians in addition were studying in Universities outside of Prussia, and a like number in the Episcopal teaching positions, there was then a marked surplus of supply over the demand, particularly as the average study period, on account of the military freedom of the theological candidates at that time, was shorter than at present. The deficit began definitely after 1870 and has continued ever since. The number of unoccupied places must therefore be considerable, and this deficiency will not diminish until the number of students exceeds the normal figure, that is, until the yearly supply of freshly ordained Catholic ecclesiastics exceeds the losses through age and death.

Third, Jurists. On the number of places for judgeships and attorneyships in Prussia the Register of the Ministry of Justice gives annual information. In 1887 there were 4236 places, of which 3956 were judicial and 280 public attorneyships. About 125 annual vacancies occur in this number. For Prussian students of law, besides the above 4236 places at present, there are in round figures 2350 state and imperial service positions. For the future, however, one cannot estimate the average increase of railroad and administration offices safely at more than ten places annually, and the yearly number of new appointments will not surpass 90. The annual normal need of jurists is thus about 420. Allowing 25 per cent. of the total number for examination failures, we find that the normal supply should involve a force of 1840 men pursuing a 3½ years' course of study.

Now in 1887–88 2722 men were studying law, being a surplus of 882. The two examinations were passed by 699, or 279 more than were actually required.

The actual number for 1888–89 is 2821 men studying law, or an overplus of 981, *i. e.*, about 50 per cent. more than are required. There has for the past ten years been a continual overplus. At first sight it appears difficult to conceive how such an extraordinary excess could have continued so long. It has hitherto been possible on account of the rapid development and increase of our economical resources, yet the pressure will not be able to continue much longer without serious consequences.

Although we have estimated the normal number of students apparently somewhat too high, the excess after all maintains a very serious size. It undoubtedly reached its maximum in 1881, but even to the most recent date it amounts to about 50 per cent. of the required figure.

Fourth, Physicians. According to the reckoning of the Physicians' Register, April 1st, 1887, there were in Prussia 9,284 physicians. The mortality among these is rather greater than in the other learned professions. Counting vacancies and yearly increase, we find 465 corresponding to the proper annual requirement. A study-period of 10 semesters being required, 2,675 students of medicine are needed to keep up the demanded ratio. In 1887, however, the actual number was 4,885, a surplus of 2,210, while 505 passed the state examination. This is 40 over the number necessary to fill vacancies. This surplus has prevailed since 1881, previous to which there was a deficiency in the necessary number. The present normal number of students has been executed only since the beginning of the eighties, and to this it corresponds that the new supply of approved men surpasses the above assumed normal figure of 465 only since 1886. In the winter semester 1888–89 the number of students had reached 5019, giving a surplus of 2,344.

The number of physicians annually approved has not yet swollen excessively above the normal need, but for the next years the outlook is already very unfavorable, since, according to the ratio of the number of students so largely increased in recent times, 700, 800 and more approved candidates are to be annually expected.

Fifth, Pharmacists. There are about 2,534 pharmacists in Prussia, and 130 vacancies must be filled each year. Assuming a two-years' course of study, and allowing for failures in examination, we find that the normal number of students is 350. The actual number far surpasses this, 600 Prussian pharmacists studying in the German universities during the past year. In 1887 218 passed examination, or 88 more than the required number.

The number of apothecaries annually approved will hereafter be regularly higher than now, because a portion of the pharmacists are not at all in condition to reckon upon their former independence as apothecaries. Many of these are nothing but chemists, who use their licenses simply as testimonials of their attainments. Also, of those enrolled in the universities as pharmacists, many turn to chemistry, and one finds

constantly in the laboratories even approved apothecaries who are perfecting themselves further for the chemical profession.

Sixth, Dentistry. About 1,200 practice this in Prussia. In proportion to the population there are five times more dentists in America than in Germany, owing to the prevalence of bad teeth in the former country. Assuming 2½ years to be the study period, and allowing 20 per cent. for examination failures, etc., we find the normal number of students to be 300, as against the 100 approved candidates required to fill positions. The real figures were, for 1888, quite beneath the requirement, for then only 206 were matriculated and only 41 dentists were passed.

Seventh, Philologists and Mathematicians. Under the title philologists are included all those who devote themselves as teachers to any department of the humanities. Among the mathematicians are reckoned also students and teachers of the natural sciences. According to the statistics of 1887–88 there were 5,314 regular and higher scientific teaching positions, including both the above categories. There were 129 vacancies that year, or 2.4 per cent. of the number of places. Adding the natural yearly increase, we find that 280 places are to be filled yearly. Of these places 200 require philologists and 80 mathematicians. Reckoning the study period at 4½ years, the number of students of the first class is estimated at 900 and of the latter 360. Adding 30 per cent. of the sum, 1,260, of the two latter numbers, for possible exigencies, we find the normal number of philologico-historical students to be 1,170, and of mathematico-scientific 470, 1,640 together.

In reality these figures are enormously exceeded. In 1887–88 2,063 Prussian students were engaged in philological studies, of whom 341 passed the final examination, and 1,301 mathematicians, of whom 128 were finally successful. Hence there was a surplus of candidates for office of 141 of the former class and 48 of the latter. This surplus would long ago have produced disastrous results, did not the candidates find opportunity as assistants or as private tutors to win the absolutely necessary means of subsistence.

The maximum excess in the number of students falls in the winter semester 1881–82, and the men then just entering for the most part got through their examination in the examination-year 1885–86. In a study period of 4½ years the classes of philologists in 1881 embraced on an average about 650 men, while the corresponding yearly sets of those who succeeded in examination counts only 441. One may assume that of 650 students of philology only about 440 stand the final test, 210, a full third of the total number, being lost to the teaching profession. Each of the yearly classes or sets of the mathematicians was, in the year 1881, about 430 strong, while in 1885–86 only 155 candidates stood the test. Even if we take the higher number of 1884–85, 205, there yet remains a falling out of more than half the original annual group.

In conclusion is presented the following table, contrasting the

normal and the actual numbers of Prussian students in the different departments for the winter semesters 1888–89 and 1887–88:

	NORMAL NUMBER.	ACTUAL NUMBER.		SURPLUS.
Evangelical Clergymen	1,320	2,712	(88–89)	1,392
Catholic Clergymen	860	811	(88–89)	—49
Lawyers	1,840	2,821	(88–89)	981
Doctors	2,675	5,019	(88–89)	2,344
Pharmacists	350	600		250
Dentists	300	206		—94
Philologists	1,170	2,063	(87–88)	893
Mathematicians	470	1,301	(87–88)	831
Total	8,985	15,533		6,691

Learning Languages.

BY THOMAS HILL, D. D., LL. D., EX-PRES. OF HARVARD UNIVERSITY.

THERE are many practices in education which are absurd in themselves, and which are continued only from the persistency of a custom once well established. For example, what wisdom, or what reason, is there in teaching a child the names of the letters of the alphabet before teaching him to read? How does teaching him to say "aitch owe tea" help him in the least to recognize the word hot? Again, how does his ability to name all the letters in columns of words like asphyxiate and syzygy help him at all in reading matters suited to his comprehension? And what effect can teaching him to count, before he has any idea of the properties of numbers, have except to beget in him the Oriental confusion between ordinal and cardinal numbers, thus putting a stumbling-block in the way of his learning arithmetic? What other effect, also, can the usual teaching of "mental arithmetic" and vulgar fractions before decimals have than to throw the pupil as far as possible off the right track, and make the wonderful device of decimals as awkward, strange and worthless to him as you can?

The absurdity of such methods has not only been again and again pointed out by the highest authorities in education, but has been experimentally illustrated in many schools, by the adoption of sensible modes; and by the rapid improvement, in such schools, of the pupils, tested by every kind of fair test.

But in perverse absurdity nothing exceeds the usual way of teaching a foreign tongue. The pupil is set, almost from the very beginning, at translating from his own language into the foreign tongue—short sen-

tences, it is true—but the absurdity consists in setting the beginner to do it at all. Consider what it is: we give a pupil a short English sentence and require him to translate it into a foreign tongue, of which he as yet knows nothing! What result can possibly be expected except such as recently afforded us so much amusement in "English as she is spoke." which was a serious attempt to translate from Portuguese into English? In the original Portuguese edition there were anecdotes and fables, which any respectable Latin scholar among us, entirely ignorant of Portuguese, could nevertheless understand more easily in their Portuguese dress than in their English. Thousands of readers have laughed over the selections republished in England and in this country, without perceiving that it was not so much the special ignorance of the author, as the inherent vice of the system, which had produced so comical a result. Every one who has acquired a tolerable acquaintance with any other tongue than his vernacular, knows that there are many difficulties in translating from any language into any other; difficulties arising not simply from the difference in the vocabulary, but also from the usage of phrases and the idiom of construction.

The objection to requiring a pupil to translate from English into the new language which he is endeavoring to learn arises not only from the certainty that he will make continual blunders, and write English-French, English-German, English-Latin, &c.; a still stronger objection is to be made on the ground of the comparative permanence of first impressions. When the pupil has once written an awkward phrase in the new tongue, he will be likely to repeat it; and it will presently be so strongly impressed upon his memory that it will rise first to his mind, even after he has learned the idiomatic expression. A single example may illustrate. A young German botanist brought me one day a letter of introduction, asking me to accompany him to the woods and help him to determine some of our North American plants. At almost every step of the way he stopped to look at some herb or shrub, and invariably asked, "What for a plant is that?" I in vain tried to help him correct his English, by first repeating his question in an English form, before answering it; during the whole ramble he kept repeating his literal translation of the German form.

What is the remedy? It is obvious; the ear must first be filled with the sound not only of the foreign word, but of the foreign idioms. Every minute of the first two months of the attack on a foreign language, spent on the grammar, or the dictionary, or in translating either into or out of that language, is worse than wasted. For the first two months keep the eyes and the ears open, but the mouth shut, and do not touch pen or pencil. Read silently as much every day as you can, and listen as much every day as you can to native speakers, or to good readers of the coveted language. At the end of eight or ten weeks take up the grammar and study it carefully. Then take up some book and translate it (orally) by the help of some good lexicon. Meanwhile continue reading other books without translating; and listening to native speakers or

readers, without attempting to speak or write the language. At the end of four months from the first attack upon the new language, you will, by this method, have gained a better knowledge of that tongue, than two years would give you, spent in the usual way.

If you have carefully avoided every attempt to translate into English even mentally, that which you have read or heard; and if you have read a variety of books and papers of every character, you will, by the end of the fourth month, begin to think in the new language. Instead of studying first in English, and then vainly endeavoring to put your English sentence into the other tongue, you will naturally and without effort recall the foreign phrases and idioms which will express your feeling or thought. Of course, we have thus far been speaking only of those languages which contain a sufficient amount of likeness to either the Teutonic or the Norman element in English to give the pupil from the beginning some glimmering of the sense. If the language belongs to a different family, or if it is so distantly related to ours as to make it difficult to see the analyses, then we must begin by having the native teacher translate to us very literally. When he has done this a few weeks, we shall be able to go on as in the case of a tongue cognate with ours. Indeed that noble man Barnas Sears, whose success in teaching German at Brown, was so marvellous, was accustomed at first to translate, to the scholar, those words in the next day's lesson which had no corresponding word from the same root in English; while the class were put upon honor not to seek in the dictionary, nor from other students the meanings of the words which President Sears did not translate. Their meaning was to be determined from the context alone.

Let it also be remembered that this mode of attacking a new tongue, although incomparably better for the attack, is not the method for the final victory. When the ear and the eye have become thoroughly familiar with all the ordinary words and phrases, then by all means study very carefully a good treatise on the grammar; and have always at hand a dictionary to look out the meaning of unusual words. Give preference to dictionary written by a native writer of the language, giving the meanings in his own tongue. The French-English, German-English, and the dictionaries which interprete one language in terms of another, are usually full of errors.

THOMAS HILL.

COLUMBIA.*

BY RUFORD FRANKLIN, COL. '86.

THE library of the college had begun to grow with the beginning of the growth of the college, and had by this time, though not large, become representative of collections of its kind, and well worthy of mention. No attempt had been made to give to it the character of a general library; on the contrary, it was essentially a reference library, scholastic in its nature and containing many rare tomes and works of much historical and scholarly utility. It retains this characteristic, though not with the same absoluteness, even to the present day.

The foundations were laid soon after the Royal Charter passed the seals in 1754, the college being speedily the recipient of many valuable donations intended to fittingly begin this most important adjunct. Mr. Joseph Murray, a lawyer and prominent citizen who had amassed a large fortune in the practice of his profession, becoming interested in the new institution, donated his valuable library as well as large sums of money. This, together with the fifteen hundred volumes of the Rev. Dr. Bristowe's library, given a short time before, formed practically the beginning. Many important works were given besides by the "Society for Propagating the Gospel in Foreign Parts" (in which President Samuel Johnson was deeply interested); by the Earl of Bute, by Dr. John Watts, who gave some of the more valuable of the older English classics, by President Myles Cooper, and other individuals; and the University of Oxford, England, donated a copy of every work printed at the University Press. Books were not plentiful in America at the time and the value of the contents of the growing library was duly appreciated. It is to be regretted that the British soldiery, when later they occupied the city, appreciated also its value so well as to appropriate to themselves the books, though not with scholarly instinct. When the Revolutionary War broke out and the college buildings were ordered by the "Committee of Safety" to be prepared for the accommodation of troops, the library, together with other property of the college, was stored in the City Hall and elsewhere for temporary safe keeping. The British soldiers, when, after the battle of Long Island, they entered the city and had domiciled themselves therein, finding themselves in need of pocket-money, broke open the City Hall and plundered it of its valuables, including the many books that had been stored in it. Some of the books that had belonged to the library of Mr. Murray were subsequently seen in a public-house on Long Island, each volume being held in pawn for payment for a drink or two of liquor; and many valuable works were hawked about the streets of the city by the appreciative soldiers, and disposed of for a song. Few were ever recovered and hardly any can

*Begun in December number.

PROF. THOMAS EGLESTON,
Of the School of Mines.

REPRESENTATIVE PROFESSORS OF COLUMBIA.

PROF. JOHN W. BURGESS,
Of the School of Arts.

PROF. JAMES W. McLANE,
Dean of the School of Medicine.

COLUMBIA AND ITS CAMPUS, 1775-1859.—COLLEGE PLACE, NEW YORK CITY.
(From a faded photograph.)

now with absolute certainty be identified as having formed a part of the original collection. About six hundred volumes were discovered in the year 1806 in a room in St. Paul's Chapel (which was situated near the college grounds), where they had been carefully stored and their existence, in the excitement of subsequent events, as carefully forgotten.

The growth of the library, after the revival of the college which followed the termination of the war, was steady, though slow. In April, 1792, a large addition was made in consequence of a grant from the Legislature; and from time to time the Trustees appropriated various sums, according to the resources of the institution, for its maintenance and enlargement. Donations of books began also soon to be made again, among them some rare editions of the Greek and Latin classical authors given by Dr. John M. Mason, the Provost; a large body of Transactions of learned Societies and Scientific Journals by Dr. Hosack; as well as various contributions from Dr. Wright Post, Gulian C. Verplanck, and many others. Upon the death, in 1812, of Dr. Kemp, for many years Professor of Mathematics and Natural Philosophy, the Trustees purchased his library for the college; and, in 1825, the collection of Lorenzo Da Ponte (who in the following year was made Professor of the Italian Language and Literature, serving until his death in 1837), became also the property of the college by purchase. This latter consisted of a notable and extensive collection of the works of the older Italian poets, historians and political economists, as well as of works of miscellaneous literture. In January, 1858, the library of Dr. Nathaniel F. Moore was also purchased. It consisted for the most part of elegant and valuable editions of the Greek and Roman classical authors, and works on Philology; and proved a valuable addition to the library. Dr. Moore was moreover appointed Librarian of the college, the duties of which position, previous to his appointment, it had been customary for one of the Professors to discharge. He did not, however, retain long the position, sending in his resignation in the following year. In the interim, though, he accomplished much, making a new arrangement of the books as well as cataloguing them; and succeeded in placing this important department of the college on a better basis and in more serviceable shape than it had ever hitherto been.

In February, 1839, another attempt was made to re-establish the Medical Department, a proposal to that effect being made by the professors who had then recently associated themselves to constitute the Medical Faculty of the New York City University; but no agreement was reached.

President Duer, becoming the prey of a severe and long-continued illness, found himself obliged to resign his office. This he accordingly did during the month of May, 1842; and on the first of the following August, Dr. Moore was worthily chosen to fill his place.

Nathaniel F. Moore had long been identified in various capacities with the college and its work, having been, as we have seen, Professor of the Greek and Latin languages for many years, and subsequently

Librarian. He was born in Newtown, Long Island, on the 25th of December, 1782, and died near New York City, on the 27th of April, 1872, almost ninety years of age. He came from good Columbia stock, being a nephew of Bishop Benjamin Moore, the President of the college in 1775 and again in 1801. He was graduated in the class of 1803, and, subsequently studying law, was admitted to bar in 1805. He served the college as Adjunct Professor and Professor of the Greek and Latin languages continuously from 1817 to 1835, in which latter year he resigned and visited Europe, on his return, however, putting his shoulder to the wheel again, this time as Librarian, from 1838 to 1839. He was a highly cultivated gentleman of the old school, a scholar of close application and rare learning, blended with a loving appreciation of the ancient classical authors, particularly the Greek dramatists. He was earnest in nature and clear in vision as to educational matters. He said, "the college was much more to educate than to instruct; to open the door for all knowledge, to strengthen the judgment, to purify the affection, to refine the taste, and to secure for the moral and intellectual powers the proper culture." He published a work on "Ancient Mineralogy" in 1834, a new edition of which was issued in 1859; "Remarks on the Pronunciation of the Greek language;" Lectures on the Greek Language and Literature; and in 1846 the college caused to be printed his valuable and accurate "Historical Sketch of Columbia College in the City of New York."

In April, 1843, a professorship of the German Language and Literature was established by means of an endowment of $30,000, bequeathed for that purpose by Mr. Frederick Gebhard; and in the month of June following, John Louis Tellkampf, J. U. D., of Göttingen, was appointed "Gebhard Professor." Professor Tellkampf resigned his position in October, 1847, and on the first of the following November the Rev. Dr. Henry I. Schmidt was appointed to fill the vacancy; and held the office for many years.

Upon the resignation, in 1843, of the Rev. Dr. Robert G. Vermilye (a graduate of the college in the class of 1831) from his position as Adjunct Professor of the Greek and Latin languages, the instruction of the Senior class in Greek and Latin was intrusted to the learned President. This arrangement continued, however, for only a single session, Dr. Anthon resuming, in the month of April following, the instruction of the Senior class. Mr. Henry Drisler, also a graduate of the college (having received his diploma in 1839 as a member of that year's class), and who had, since the resignation of Dr. Vermilye, aided in the instruction of the Freshman class, now took entire charge of the classical studies of that class, first as Tutor, then as Adjunct Professor, thus beginning his long career of usefulness and devotion to his Alma Mater.

In June, 1843, Dr. Anderson resigned the professorship of Mathematics and Astronomy, and in the following month the Rev. Dr. Charles W. Hackley was appointed in his place. In December, 1844, a professorship of elocution was established, and Mr. John W. S. Hows made

Professor, charged with the duty of instructing the Freshman class. He entered upon his duties in January, 1845, continuing until the abolishment of the professorship, in 1857. In October, 1847, Dr. George C. Schaeffer, who had been Librarian since the resignation of Dr. Moore in 1839, resigned the position and was succeeded by his assistant, Dr. Lefroy Ravenhill; and two years later Mr. Stephen R. Weeks, well known to the students for so many years, was made Assistant Librarian, upon the recommendation of President Moore. In 1848, Mr. William Betts, a Trustee of the college since 1842, and graduate in the class of 1820, was elected Professor of Law, in the place of Chancellor Kent, who had died a short time before; and delivered, during the winter of 1849-50, a course of lectures on International Law.

In July, 1849, Dr. Moore resigned the Presidency, and, in the month of November following, the Hon. Charles King, LL. D., was elected his successor.

RUFORD FRANKLIN.

(*To be continued.*)

Afterwards.

The ringing laugh of a joyous heart, and the glance of a smiling eye,
The womanly grace of a piquant face in the rollicking days gone by—

The conscious shyness of word and glance, and the thrill of the hand's caress;
The tender hush, the rising blush, and the timidly whispered "Yes"—

The swift, bright gleam of the wedding ring, the tenderly, fearful bliss
Of the upturned face in its shimmering lace, and the breath of the marriage kiss—

Through all the eternal grim parade of days and nights that pass,
Will these matter to thee, thou soul set free, thou dust down under the grass?

—*Nassau Lit.*

Reminiscenses of College Life at Harvard. 1830-1833.

BY ABIEL ABBOT LIVERMORE, A. M., S. T. D., PRESIDENT OF THE MEADEVILLE THEOLOGICAL SCHOOL, MEADEVILLE, PA.

MY first introduction to Harvard was in 1828, when I came from Exeter, where I was fitted for college, to be examined for the class of 1833. Cambridge then had what I believe she is deficient in now, a hotel, kept by the Willards, convenient to the college, and which accommodated strangers. The two memorable events left on my memory were the admission to college after the examination, free from conditions, and the eloquent Phi Beta discourse by Rev. Orville Dewey, of New Bedford, a genuine inspiration.

I returned to Exeter, and spent one year in Philips Academy, where I was fitted for college, but was obliged to pay the tuition, $75, for the Freshman year in Harvard, though I enjoyed none of its advantages. But it was cheaper living in Exeter than in Cambridge, a great consideration for a poor boy.

In 1829 I returned to Cambridge, was examined, and entered Harvard without conditions in the Sophomore class. My chum, during the three college years, was Francis Bowen, long professor in Harvard. The Sophomore year we roomed at Mrs. Nichol's, on the Common, and kept bachelor's hall, and the Junior and the Senior years in Holworthy Hall, first entry, third story, inside room. Our class numbered 56 at graduation, but many joined it who, for one reason and another, dropped out of it before the end of their course. We had the distinction, which no other Harvard class has had, of supplying our Alma Mater with six professors: Bowen, Ellis, Lovering, Torrey, Jeffries Wyman, and Morrill Wyman.

Josiah Quincy was our president, and a noble one he was; Farrar, Popkin, Hedge, Follen, Felton, Sales, Webster, Beck, Channing, Ware, Pierce, were among our professors, and Hopkinson and Cushing among our tutors.

President Quincy believed in college students being subject to the same laws as other citizens. During his administration several were committed to jail for offences against the peace and order of the community. On one occasion I saw him quell a riot between the college students and the carpenters of the town who were engaged in building the Rev. Mr. Newell's church, by stepping from his sulky, as he was driving by, and going into the midst of the contending parties and sweeping them apart with his stalwart arms.

He was gruff in manner, but had a sound and tender heart. The students had great respect for him because they knew two things of him, that he was honest and that he was just.

Once when Mr. Worcester, the author of the dictionary, a very timid and modest man, called on Mr. Quincy at his study, Mr. Quincy giving no particular attention to see who it was, and supposing it to be one of the college students, told him rather cavalierly to sit down and he would attend to him. After Mr. Quincy had finished what he was about, he turned abruptly to Mr. Worcester and asked him what he wanted. Then for the first time he recognized that it was his friend, the distinguished lexicographer.

Mr. Quincy's memory was very treacherous. At an evening party he learned that some members of his hostess's family were very unwell. Returning afterwards to speak to her, he had forgotten his previous interview and congratulated her that all the members of her household were in such good health.

It was customary for students who wished to occupy their rooms during vacation, to obtain permission to that effect from the Faculty. One morning Mr. Quincy astonished the college by giving this notice after prayers, "All students wishing to leave Quincy in vacation, and give up their rooms, will call immediately at the President's office and obtain permission." The students knew well enough what he meant was that all students who wished to remain in Cambridge during vacation, and retain their rooms, should call on the President and obtain the necessary permission. But to make a practical joke out of it, the whole college at once poured down to Quincy's office, while he stood at the entrance beckoning away the crowd, and saying, "A mistake! a mistake!"

It is even said that he once forgot his own name when he called at the post-office for his letters. But as he turned to go away he met a friend, who said, "How d'ye do, Mr. Quincy." "Yes; Quincy, Quincy, that's it," and hurried back to the clerk with the new information. But this anecdote may be problematical; and if not true, one that ought to be true, as illustrating Mr. Quincy's *lapsus memoriae.*

Mrs. Quincy, on the other hand, amply made up for the deficiencies of her husband in this respect. Her memory was unfailing. She never forgot any body or any thing. Soon after a new class entered college she gave them a reception at her hospitable mansion, and was introduced to each and all, and she never failed to recognize and call each man by name afterwards. To dine at her table, and enjoy her cordial hospitality and the society of her charming family was no inconsiderable part of liberal education.

Prof. Channing took great interest in our class, and invited those of us who desired it to read of the winter evenings the old English writers, Chaucer, Spenser, Milton, Shakespeare, &c., with him. Prof. Bush did the same with the Latin Dramatists, Terence, Phædrus, &c. It was a most friendly office, and quite took our hearts.

Though no elective system was in vogue, the students virtually made one for themselves, and followed the bent of their genius whatever it was. Thus the Wymans of my class were naturalists, and not classi-

cal or literary students, and Jeffries Wyman was afterwards a distinguished comparative anatomist professor, and Morrill Wyman a celebrated physician and Professor of Materia Medica. Others pursued their favorite studies, wag the college course as it might.

A fascinating mischief was in our day to set the college hay on fire, as it was made in the yard, and when tutors or professors hurried to extinguish the illumination to pelt them with missiles from the college windows. When detected, as was apt to be the case, a year's suspension with some country parson was the penalty for this and like offences.

A charming professor was Dr. Charles Follen, a refugee from Germany, who taught us his native language and literature, and made everybody fall in love with them and him.

I boarded with Dr. Ware, Senior, for a part of my undergraduate course and all of the divinity course, which I took from 1833 to 1836 at Cambridge. To him and his amiable family I owe a debt of gratitude that can never be discharged. While in the Divinity School, then conducted by Dr. Palfrey as Dean, and Henry Ware, and Henry Ware, Jr., and Sidney Willard as Professors, I kept school in 20 Divinity Hall to pay my expenses, and had as pupils fitting for college George Ware and Thornton K. Ware, sons of Dr. Ware, Sen.; John F. W. Ware, son of Dr. Ware, Jun., afterwards pastor of Arlington Street Church; Charles Devens, distinguished general and judge; Arthur Devens, lawyer; Frank Rotch, N. Y. State Senator; Thomas Wentworth Higginson, philanthropist, poet and author; and at the private house Charlotte and Annie Ware, daughters of Dr. Henry Ware, Sen. This was good discipline, though hard, and gave me a useful review of my college studies and brought me into close contact with human nature.

The aim at present in college studies is to make experts in some one branch. The old aim, and the better one, was to make men—fully formed and rounded men—and then, after the college course, to enter the professional schools and make them experts in what was to be their life-work. The old method was good; if the new method is better it will be demonstrated in due time, and we shall all be converted to it.

ABIEL ABBOT LIVERMORE,
Æt. 80, Oct. 30, 1891.

The Harvard Examinations.

BY WM. FREELAND, A. B., HARVARD, '81.

THE questions which naturally arise in connection with the Harvard entrance examinations have long presented themselves to teachers, and although the protests against their difficulty, their arrangement, and, more than all, their uncertainty have been many and oft repeated, the faculty at Harvard have seen fit to make no change for the better, but have persistently followed out and extended that same system, which has been so assiduously followed for young men within the college itself.

In schools which are essentially Harvard schools—the greater number of which are situated in Massachusetts—the objections above pointed out are in a great measure obviated :

First, because, in these schools, the student is willing to spend a longer time in preparation ; secondly, because the choice of his course is made by a competent person ; thirdly, because the teachers in these institutions, by an exercise of shrewdness and ingenuity, make themselves thoroughly acquainted with the many peculiarities of the Harvard examiners, and, avoid, to a great extent, the uncertainties of the examinations.

In the large majority of schools outside of Massachusetts, which are preparing a greater number of boys for other first class colleges, and in the large number of cases where tutors are employed, and where boys depend upon themselves, especially for extra work, the objections above enumerated have great strength, and the arguments which go to support them call loudly upon the authorities at Harvard to classify their subjects for entrance that there may be a degree of correspondence between them and those of other colleges.

Take the first case—that of difficulty. It is well known that it takes a year longer to prepare for Harvard than for other first class colleges. Hence the student is late in entering, late in graduating, and often at graduation is obliged to give up the idea of a profession which originally he intended to follow. In other words, time has become a serious matter with him. This difference of a year has made a vast difference in his life. Again, cases will arise where boys enter another college, simply because they are unwilling to be left in a preparatory school after their companions are gone. This may seem a weak argument, but those who have looked into it and studied it, know that companionship at this time of life is one of the strongest elements in a boy's character, and when strengthened by the looked-for goal of college entrance be comes an irresistible force in leading the boy to the conclusion to enter with his companions at some other college than Harvard.

But the question of difficulty is not one for the student alone: in schools which are equipped only for the general college course, it is one of serious moment.

What happens when a boy presents himself to one of these schools for the Harvard course? One of three things: First, the principal, if thoroughly honest, will advise him to seek a school where he is likely to receive the proper advantages. This, however, may not be convenient for the boy. Secondly, the principal may receive the boy and undergo the extra burden of time and expense. Thirdly, and what is altogether the most likely, the principal will advise the boy to break away from his Harvard attachment and follow the course presented by the curriculum of the school, and arrange with reference to Princeton, Yale, Columbia, or Amherst.

In the large majority of public schools, where the course is fixed and certain, no alternative is left to the student. He must follow the course of the school.

Next: The choice of a course is fraught with serious difficulties, if left to the student himself. On approaching the Harvard catalogue he finds the courses summarized under four heads. Let us look at each of these in order. Under the first head, which reads:

"*On all the elementary studies and on at least two of the advanced studies,*" one hundred and forty-four courses present themselves to the student, each differing from the other by at least one study.

Under the second head, which reads:

"*On all the elementary studies with the exception of either German or French, and on at least three of the advanced studies,*" six hundred and seventy-two courses present themselves.

Under the third head, which reads:

"*On all the elementary studies with the exception of either Greek or Latin, and on at least four advanced studies, including* 6, *and one of the three numbered* 7, 8 and 9," and under the fourth head, which reads:

"*On all the elementary studies with the exception of either Greek or Latin, and of either German or French, and on at least five of the advanced subjects, including* 6, *and one of the three numbered* 7, 8 and 9," the above hundreds are swelled into thousands.

Thus we see that the youthful student presenting himself for Harvard has a simple choice from the modest number of several thousand courses, all differing from each other by at least one study, and many differing from each other by five or six studies. Were the alternatives in the advanced subjects taken into the calculation, the number would be largely increased.

It is needless to say that confusion will arise in making a choice, and, in a great many instances, after the choice is made. The student having proceeded for some time with one course may conclude that another is easier, and the result will be constant changing of courses, always to the detriment of the student in point of time, and often in point of studies.

The difficulty of choice, however, strikes further than at the student himself—it is one of the greatest difficulties with which schools must contend—whether the schools are Harvard in their tendencies or otherwise. The courses are so varied it becomes a physical impossibility for schools to classify their pupils without such an additional outlay of time and money as would prove suicidal to many.

But neither the difficulties of the examinations, nor the arrangement of the courses furnish the most serious questions.

The difficulties of the examinations may be overcome by time; natural talent and good advice will restrict the selection of the course. Therefore, exaggerated importance ought not to be given to the numbers here set forth, as not these, but the uncertainty regarding the amount of work is the worst feature which the young student must encounter.

In the study of Latin, Greek, German and French nothing is set as the limit, except a terrible idea of the power which Harvard examiners have in giving questions upon work which is indeterminate and indefinite. The instructor, by exercising functions which qualify him far better for the race track, than the calm pursuits of teaching, may be of some assistance—but this is not the assistance which leads to the best methods of study. The work should be clear and well defined. No one studies so well or with such good result as when a certain task is before him, and when the possibility of accomplishing the task is beyond a doubt. No one studies more carelessly or in a more desultory manner than when the task is uncertain, and the possibility of accomplishing it altogether in doubt. Nothing is worse than to subject a student to the whim of a college examiner for examinations, which are indefinite and uncertain. Nothing can be fairer than an examination which is set and certain, and for which the student has had full warning to prepare himself.

The maxim that it is better to know one thing well, than to know many things fairly well or poorly, is one that holds in college examinations as strongly as in any field of life, and any arrangement or any course which throws open to the student a chance for desultory work is among the very worst of misfortunes that could befall him, and is destined to prove fatal in all the higher fields of labor where accuracy—above all things—is the important factor.

The examinations as set forth in the Harvard catalogue have a tendency to drive students to this desultory class of work. Good teachers will, in a measure, counteract this tendency—but all students are not fortunate enough to have this class of teachers—or teachers who are so thoroughly devoted to the interests of Harvard as to be willing to give extra time and energy to counteract them, even though they have the physical and mental capacity to do it.

The question is one of serious import. Hundreds of young men are yearly presenting themselves for the Harvard course, and find that time and uncertainty are factors against them.

Every well-wisher of Harvard desires that the standard of entrance be high, and in every respect that which the first university in the land should present, but no one, who has the interests of the university thoroughly at heart, is desirous that scores of young men should be excluded from its wonderful facilities and advantages by making the examinations for entrance to it more difficult and more uncertain than those of any other university in the land.

WM. FREELAND.

Relation of Physical Training to Education in General.

BY DR. LUTHER GULICK, DIRECTOR PHYSICAL DEPARTMENT Y. M. C. A., SPRINGFIELD, MASS.

IT is my desire to show that physical training should be an integral part of general education, to indicate briefly the line that should be followed, and to represent a scheme capable of immediate adoption and involving little expense for its introduction into the public schools of this country. That physical training bears an important relation to education in general is usually admitted. As to the nature of this relation there is much disagreement. This is due sometimes to a lack of knowledge as to the effects of exercise. I desire therefore to preface my remarks with a brief epitome of these.

The subjective effects of exercise may be divided into two general classes, the physical and the psychical. It is impossible to draw hard and fast lines between these classes, still the division is a useful one.

PHYSICAL EFFECTS.—"Function develops structure in the line of its activity." Muscular action increases the number and size of muscle cells engaged in the movement. The quantity of blood flowing through the muscle is increased. This is ordinarily accomplished by the arteries that lead to the seat of activity becoming enlarged while others are slightly contracted. The blood tension is thus kept constant. When the amount of muscle used is too great to allow the demand to be satisfied in this way, the heart beats faster, and this with the preceding will accomplish the desired result. The blood flowing from the used muscle contains carbonic acid gas (carbon dioxide) in considerable quantities, exactly commensurate with the number of foot pounds of energy expended, as this is one of the chief products of expended energy. This blood is carried to the lungs and there the carbon dioxide is given off and oxygen taken in. If the amount of energy expended is at all great the carbon dioxide is passed into the lungs faster than it is breathed out, soon the blood is unable to bring itself to the ordinary degree of purity. Some portions of this impure blood passing around the general circulation flow through the respiratory center in the medulla and

stimulates it to greater activity, and this causes the respiratory movements to deepen and hasten. When much muscular energy is expended the nutritive processes are all accelerated and the blood is furnished with materials to make good the waste.

Thus we see at once that there are two classes of physical effects, *local*, or effect on the muscle itself, and the *general*, or effect on the heart, lungs and digestive organs through the blood. You have also noticed that in order to the general effect a considerable amount of energy must be expended. It matters not whether this be expended by a few small muscles or by many large ones. The amount expended, not the locality, is significant. These two classes of effects are in a measure antagonistic to each other. The condition which favors muscle growth most markedly is that as few muscles as possible shall be used at a time in order that each may secure its full supply of food. The condition which favors the general effect of exercise is that many muscles shall be used at a time so that a large amount of energy shall be spent in a short time, thus calling for activity of the heart and lungs. It is needless to say that as far as health is concerned the general effects are what we desire, increase in muscle growth not being particularly effective in this direction. In addition, however, to these there are others in some respects of even greater importance. The nerve fibres that carry the stimulus to the muscle cells develop. They become more numerous, transmit stimuli more rapidly and with greater economy than formerly. The nerve centers that originate the stimuli become gradually more highly organized, more capable of prolonged activity and of more intense action. During the period of their activity these centers receive a markedly increased supply of food.

To sum up the physical effects of exercise. Muscles increase in size and in contracting ability. This is the local effect. The heart is strengthened by the extra demand on it, the lungs prove it by their extra exertion. All of the processes under the head of nutrition go on more vigorously. Thus the whole system is supplied with blood having greater potentiality than usual. The nerve centers become more highly organized and able to send stronger stimuli for a longer period of time than usual. In regard to the *psychical* effects of exercise. Muscular exercise seems most intensely physical and yet the first requisite for it is *will*. And further, when a muscle is used for a considerable time it becomes less able to contract ; a strong will, however, will furnish stronger stimuli and secure equally forcible contractions. Very few people have strong enough wills to tire out their muscles. The will grows weary long before the muscle. A man becomes exhausted running, then attempts to play the piano, but finds that the muscles of his hand refuse to contract with either their usual strength or quickness. It is not that those muscles have become tired, but the central stimulating organ or will is exhausted.

This is true of muscular movements in general. Special exercises have special effects. I once asked a lady who was teaching a somewhat

complicated calisthenic drill what was the first quality needed in order to excel in such work ; the answer was rightly made, "Concentration." The movements demanded the strictest attention, each movement was done so many counts, some eight, others four, occasionally positions were held for a few counts, and all to be remembered by the pupil. The muscular exertion demanded by the exercise was slight, the mental effort was large. The pupil who, of all the class, did the work the best was a young woman of slight physique, but of unusually bright mind. With cheeks flushed, lips moving as she kept the count, and eyes intently fixed on the leader, she went through the exercises almost faultlessly. When the exercise was over I asked the teacher if she herself was tired ; she said, "Yes, very tired." "Are you physically tired?" I asked. "No." "How are you tired?" After a long pause, "I am mentally tired." Those exercises were mental gymnastics far more than physical. Concentration and memory were demanded and trained far more than muscle.

Let a person who is not an expert with Indian clubs spend half an hour learning new movements, he will not ordinarily have expended very much physical energy, but he will be tired. He has had to consciously direct his muscles. After these exercises have been thoroughly learned so that they can be swung without giving any attention to them, he can swing them the same length of time without the least fatigue. Let a person walk five miles on a level road and compare the fatigue experienced with that experience after five miles on railroad ties where the ties are placed at unequal distances. The amount of physical energy expended is not markedly different in the two cases, the reverse is true of the degree of exhaustion. A person learning to ride the bicycle finds it most exhausting work mentally, the utmost concentration is demanded. The occurrence of anything to distract the attention is sure to be followed by disaster. Thus young ladies on the street are frequently the cause of the downfall of some would-be bicyclist friend. Later on, however, the control of the machine is all done without consciousness, and the mind is free for other work. Let a lot of school children attempt to stand on one leg and then bend forward so that the body and the other leg shall be parallel with the floor. The attention of every child who attempts it will be fully occupied with the exercise.

I have said enough under this head to illustrate some of the characteristics of the mental effort that is called for by physical exercises. Qualities secured by any exercise are the qualities demanded by that exercise. This indicates their physical significance.

LUTHER GULICK.

(*Concluded in November.*)

A CORNER OF THE GRAVEYARD.—PRINCETON.

Historic Princeton.

PART II.

BY ALONZO CHURCH, PRINCETON.

WHILE Nassau Hall is the centre of all historic Princeton, yet there are other places in its neighborhood whose "legends and traditions" render them dear to the student heart.

First of all are the big cannon, "the hub of undergraduate life," and its somewhat smaller companions, which are planted mouth-downward on the south campus between east and west colleges.

The large cannon was left here by the British troops in their retreat from the battle of Princeton. During the war of 1812, when New Brunswick was thought to be in danger from the British fleet, it was sent down to aid in the defense of the city. After remaining for some years, a dispute arose as to its ownership, and the students and townsmen in 1838 drove out to New Brunswick at night, captured the subject of dispute, and finally planted it in its present position. Ever since that time it has been the rallying point in every phase of student life. Here the first "rushes" are held when men are still but "verdant Freshmen." Here as "gay young Sophomores and stately Juniors" they superintend the making of huge bonfires to celebrate athletic triumphs, and here as "grave old Seniors" the last sad words are said on class day, before they scatter, "it may be for years, it may be forever."

The smaller cannon, though not now so popular as its fellow, has had a more exciting history. Left also during the Revolution, it continued undisturbed until 1875. Owing to some misunderstanding on the part of the Rutgers students who thought a small brass cannon of

theirs had been stolen by Princetonians, they came down one night during our vacation, exhumed our cannon, and retreated undiscovered with their ill-gotten gains. The Princeton men who knew the cannon to be unquestionably their own, were indignant, and vowed vengeance if it was not promptly returned. A correspondence took place between President McCosh and President Campbell relative to it, "somewhat tart and belligerent," as we are told, ending in the appointment of a joint com-

THE OLD CANNON ON THE CAMPUS.

mittee on the subject and the return of the cannon, preceded by the Chief of Police of New Brunswick and welcomed by the college en masse. Dr. McCosh in bright and graceful speech compared the whole affair to the Trojan war, and advised the college poets to immortalize it in a new Iliad. The cannon was then re-established in its old position, "in a bed of cement five feet square," according to tradition.

A short distance from the town is the battle-field in which these cannon first figured, the battle-field which turned the tide of success in

favor of the American arms, and which forms a page in history so conspicuous that Princeton feels honored in giving it her name. It was in this battle that General Hugh Mercer fell mortally wounded, and the old farm house where he died still stands on the crest of the hill. Its owners, Mr. and Mrs. Henry Hale, are always ready with never-failing courtesy to point out the dark blood stains on the floor, and show to the parties of students who frequently go out there, the relics of the battle, bent bayonets, rusty swords, and musket balls found in the ploughing or harvesting.

But in the catalogue of historic places we must not forget "the tavern in the town," praised by the Revolutionary poet, Freneau, in "The Parting Glass," and after him by multitudious other college poets of more or less prominence. The house in its palmiest days was the residence of Judge Thomas Leonard, and built in 1757 of Holland brick. In 1769, or thereabouts, the house became a hotel, known as the "College Inn," from the image of Nassau Hall painted on the sign. Many must have been its distinguished guests. Aaron Burr and his gay companions may have reveled there. Freneau confesses that he took "a parting glass there." Why not his room-mate, James Madison, as well? It is certain, however, that many distinguished continental statesmen and foreign embassadors lodged there during the sessions of Congress in the college library. And it was here, when styled the Nassau Hotel, that Washington Irving and James K. Paulding conceived and partly wrote "The Lay of the Scotch Fiddler," a parody on the poetic style of Sir Walter Scott. History informs us that it was inspired by "the hilarious convivialty of the students in the hotel at night," and many of its passages deal with college scenes. I quote a few lines from canto 3, describing a student "spread":

"Around the table's verge was spread
Full many a wine-bewildered head,
Of student learned from Nassau Hall,
Who, broken from scholastic thrall,
Had set him down to drink outright
Through all the live long merry night,
And sing as loud as he could bawl,
Such is the custom of Nassau Hall.

No Latin now or heathen Greek
The Senior's double tongue can speak.
Juniors from famed Pierian fount,
Had drunk so much they scarce could count
The candles on the reeling table,
While emulous Freshmen scarcely able
To drink, their stomachs were so full
Hiccupp'd, and took another pull."

From the tavern to the grave-yard is but a step—at least according to some worthy writers, and Princeton's cemetery seems to have been located in accordance to this antiquated notion. But when we approach what has so often been called "The Westminister Abbey of America,"

we pause in respectful admiration before entering the ground made sacred by the dust of so many great and good. Here lie the ashes of soldiers, statesmen and churchmen, who have struggled nobly in their several ways for their country's welfare. To the Princeton student the long line of horizontal slabs marking the graves of the presidents is especially interesting. The first tomb is that of the Rev. Aaron Burr—Jonathan Dickinson was buried at Elizabeth—by his side lies Jonathan Edwards, and as his epitaph naively informs us

Et munos Barbaros instituendi accepit
Praeses Aulae Nassovicae creatus &c &c

all without punctuation or pause. Thus they lie a cluster of brilliant names, whose brilliant deeds are set forth in long verbose Latin inscriptions. At the foot of President Burr's grave stands a plain marble shaft, on which is written

AARON BURR,
A Colonel in the Army of the Revolution. Vice-President of the U. S. from 1801–1805.

This stone, it is said, was reared by an unknown hand at an unknown time. Far off from this, at the other extremity of the town, is a lonely grave surrounded by funereal evergreens. It marks the resting place, so the story runs, of a beautiful young girl who became fascinated by Burr's remarkable personality and was enticed by him to ruin. She died soon after broken-hearted at his treachery, but still loyal to her love, and her last wish was that she might have a tomb on the spot where she had been wont to meet her lover. This legend, as well as that of Burr's tombstone, has been denied by Princeton historians, but the students still cherish the romantic tales which have become associated with the brilliant and unfortunate statesman—a graduate of Nassau Hall.

This sketch is but an imperfect catalogue; the full list is much too long for mention here, of the places which, by their historic character have given the college and the town a story which anyone would be proud to tell, and which they cherish in the fond assurance that those who are graduating now will be inspired to great and noble deeds, to be added in their turn to the already brilliant category.

ALONZO CHURCH.

Early Greek Education.

BY EDITH W. D. GRAY, PACKER COLLEGIATE INSTITUTE.

THE Greeks were the first of all nations to teach education as a science. The word expressing their ideal of education combines in its elements two ideas: the beautiful and the good. They aimed at external beauty and internal goodness, physical grace and psychical perfection—an harmonious culture.

Our only guides to their early ways and customs are in the words of the poets. Homer gives us occasional glimpses of family life from which we gather that in the heroic age education was to a great extent patriarchal. The son followed the father's example and obeyed his precepts; the daughter learned from her mother the skilful management of a household. Later, at the dawn of the historical age of Greece, family life and education were merged into State life and State education.

The Greek youth as represented to us was of perfect proportion, lithe of limb, graceful in poise, of Adonis-like beauty, with a soul whose very essence is music. There, before our mind's eye, the youth stands, the creation of the State. A child did not belong to his parents, he belonged to the State. From their sixth year they became the property of the State; until then the healthy and well-formed boys were left with their parents. They were brought up with the greatest simplicity, and were taught absolutely nothing—not even the alphabet. In their seventh year they were removed to special common schools. In their eighteenth year they entered the military service.

Girls did not enjoy the broad education of the boys. They were left at home, where, under their mothers' care, they learned the arts of spinning, of weaving, and of controlling slaves. In Sparta, where they occupied a higher position than in the rest of Greece, they had to appear at stated times in the public places for gymnastic exercises, similar to those of the boys.

The principal object of Spartan education was physical strength and warlike skill. Gymnastic exercises, therefore, occupied a necessarily leading part in the education. Leaping, running, wrestling, exercise with the javelin or spear and of the quoit were taught and practiced in the gymnasia. Brutal boxing and professional exhibitions of athletics were not found before the decline of Greece.

Intellectual culture was confined almost exclusively to music. The youth were instructed in the use of the seven-stringed lyre or cithara. They were also taught to sing in chorus and individually, and to accompany their songs with rythmical marches and dances.

Reading and writing formed no part of Spartan education. Those who acquired those arts did so by their private exertion. Arithmetic and astronomy were taught to a slight degree, but the higher arts and

sciences were not thought necessary to physical strength. Oratory was prohibited. The main efforts of the educators were directed toward training the understanding. The young were taught to observe their surroundings with great accuracy, and to form clear ideas which they were induced to express in condensed language.

Pythagoras is the noblest representative of the Dorian system of education. In selecting his pupils he was exceedingly careful, inquiring minutely into all the details of their character and disposition.

His school consisted of two courses, the exoteric and the esoteric. His system required five years of study; the usual years were those from the twelfth to the seventeenth. During the first three years the pupils were in the exoteric course, during which time they received little direct attention from the master. They listened and obeyed, learned their tasks, but were not allowed to ask questions, even if desiring an explanation. The master delivered his discourses to the esoterics in a room separated from the exoterics by a portiere, so that the latter might hear, but could neither see the master nor have direct intercourse with him.

At the end of the three years the exoterics were subjected to a rigid examination, and if they proved sufficiently obedient, if their powers of attention and memory enabled them to clearly follow a discourse, they were admitted to the esoteric circle, and to full presence with the master. To become a member of his school meant to become a member of his household. The pupils formed a kind of family whose expenses were defrayed from a common fund.

Although Pythagoras was not a Dorian, his system of teaching was Doric in the purity and strictions of its morals; in its authoritative method; in the positive docility required; in the scanty diet to which it subjected its pupils; in the importance in which it held gymnastics; and in its aristocratic bearing. In its curriculum were included geography, mathematics, physics, metaphysics, and music. The mode of teaching was strictly dogmatic. Short sentences, and briefest expressions were used by both master and pupil. For example: "What is the most beautiful thing? Harmony. The best? Happiness." One of the most excellent features of his system of pedagogy was that he taught but little at a time, and required a strict and full account from pupils.

His school degenerated into a kind of political club, an arrogant, aristocratic sect, arousing distrust and hatred. And thus it died a deserved death about 300 B. C.

Athenian education was directed by the family and the State. It aimed at a harmonious development of all the powers; it would produce an independent spirit; it would make the Athenian patriotic, a lover of liberty, of art, of science, of "the good, and the beautiful." The Athenians laid more stress on plastic beauty while the Spartans developed their youth for war. Hence the gymnasia were of the first importance to the boys. However, they were also to learn at least the arts of swimming and reading, and also some industrial pursuit. Only the

freeborn were allowed the gratuitous education of the State. And the women of Athens were entirely excluded from the privileges public education extended to their brothers. Indeed they were treated with almost Oriental contempt.

At the age of seven a boy was sent to an elementary school, where during five years he was taught reading, and a little arithmetic, to add, subtract, multiply, and divide, also writing from set copies.

The Greek day began very early, indeed with sunrise. Boys went to school in the early morning, and a second time after breakfast. They were accompanied through the streets by a faithful slave or pedagogue (in no way to be identified with school masters). He was old and trusty, always ignorant, and never respected.

The school master of the elementary schools was not generally in high repute, was not liberally paid, was accused of pedantry if really learned, and of bad temper if impatient at idleness. He was required to teach all subjects, but not being required to pass an official test of his fitness, could set up on his own account.

In the school room there were no desks or tables, such furniture being unknown in Greek houses. The master sat on a high seat, and the pupils either sat on the ground or stood around him. On the walls were hung pictures illustrating the deeds of some hero, or telling some of the scenes from the Iliad or Odyssey. So even in classical days Greek boys were not in total want of illustrated text-books.

In the representations we have of the Greek school master of those days, he is always shown with a wand or rod. The wand certainly was needed to explain these pictoral charts hanging on the walls ; but corporal punishment being a well-known part of the elementary school, it probably served both purposes.

Education was usually sub-divided into three parts : First, Letters, comprising reading, writing, counting, and poetry under the care of the Grammatists ; second, Music, comprising singing, and playing on the lyre, under the care of the Citharists ; and the third, Gymnastics, including dancing under the care of the Pædotribes. Aristotle added a fourth to this division : Drawing, which he thinks requisite like music, to enable the educated mind to judge rightly of works of art. In proportion to the decline of the mental vigor of the age, subjects of education were multiplied.

The synthetic method was used in teaching the alphabet. Children were not taught words first and then to analyze them, but started with the individual letters, and by degrees combined them into words. Next in course of letters came syllabilizing, which was largely used for elementary instruction in reading. While a Greek child was not affected like English children with an absurdly irrational spelling, though he was not forced to struggle with such words as *dough* and *enough*, *ague* and *plague*, still he had to study with great care the separation of words or interpunction, also punctuation and accent. The Greeks were especially sensitive to melodious intonation and rhythmical balance in prose

as well as poetry. Thus in teaching the child to read aloud or recite from the great poets a plural aim was attained ; the child was taught to enounce accurately, to read rhythmically, and also was made familiar with the choicest literature.

In writing the child used waxen tablets and a pointed stylus. The master would write words for the scholar to copy, and in the case of beginners would sometimes hold the child's hand and carefully trace over the copy. The Greeks never attained to great fluency in writing. They did not seem to care to excel, and as slaves did all the copying work, as published books were never in the handwriting of a freeman, perhaps there was a sort of prejudice against acquiring a good, clear hand.

Music was a great power in Greek education. It was almost synonymous with culture in general. It was the central idea of education. Greek music differed from our own in not being polyphonic. One instrument was used at a time, or at most, an instrument accompanying the voice.

Every Greek boy was carefully trained in the theory and practice of the musical art. "The development of a sense of harmony caused the mind to decide on subtle questions by the sense of taste rather than by the coarser balances of reason." The rhythm and harmony of music penetrated the soul and worked powerfully in it. And in union with poetry it led the soul to virtue and inspired it with courage.

A rude kind of lyre was made by stretching seven or ten strings across a large tortoise shell. The more elaborate cithara, which is still used among the Tyrolese, was a lyre with a round box of thin wood or metal, with fifteen or more strings. The Greeks knew nothing of the use of the bow; they used the plectrum, which the Tyrolese still use for their zither.

Gymnastics held a most important position in all Greek education. The names applied to the exercising places indicate their principal uses. Palæstra means a wrestling place; gymnasium a place for mere physical training. Sometimes a very short race course was added to the palæstra. The State was not responsible for the keepers or trainers of the palæstra. Popularity determined the appointments.

The interior of the palæstra is figured on vases and in base reliefs. The bearded Hermes—the patron god—is always a part of the representation ; and a middle-aged man in a short mantle, holding a rod or wand in his hand, is watching and directing the young athletes before him.

The lighter exercises were employed to make the frame hardy and the movements graceful. As a preparation for the exercise the skin was well rubbed with olive oil, which after training was scraped off. That splendid Vatican statue of the athlete scraping his arm illustrates this custom.

From the many representations we possess, in which the ears and not the noses are marred, we judge the training of the pædotribes was not what we consider good at the present day. In a word, we are in-

clined to think the athlete was allowed to swing his arm *around*, striking the side of his adversary, rather than the solid "strike-out-from-the-shoulder," we hear of to-day. Nevertheless the picturesque and enthusiastic descriptions of beautiful and well-formed Greek boys, coupled with the ideal figures revealed to us in Greek sculpture, prove that the pædotribes knew perfectly what a beautiful, manly form was, and by what training it could be produced.

No Greek boy was allowed to pass from his school days into citizen life without some military training. This was effected by the discipline of the *ephebi*, or grown-up boys. The patrol duty on the frontier was done by the *ephebi*. At about the age of sixteen they were admitted to the rank of citizenship by a solemn service and sacrifice. In the famous friezes of the Parthenon is represented a procession of the *ephebi* on the way to sacrifice.

The patrol duty was useful in teaching the boys military discipline, the use of arms and some of the hardships of campaigning. They also obtained an exact knowledge of the roads and ways through the country, the nature of the frontier, and also that of their neighbors. They were not expected to face the enemy in battle.

With the rise of democracy in Greece the people provided themselves with teachers suited to their new wants. These men, the sophists, were the first who gave any education corresponding to our university courses. In reality they were not unlike "coaches" of the present day—superficial educators of the *nouveaux riches*. Some of them, like Prothagoras, studied philosophy deeply, but principally with the object to show that a devotion to metaphysics or to abstract science was idle. They contended that all knowledge was subjective, varying with the age; man was the measure of things, abstract science mere nothing.

Socrates was in all external respects a sophist. In despising abstract science and speculative philosophy; in overturning, and often putting to the wall, all preconceived notions, Socrates was a sophist. But he was the best university teacher of his day. His method was conversational and developing. He did not start with definitions and theories in order to deduce from them, but he led inductively from concrete facts and examples to ideas. He did not present finished systems, but placing himself upon the standpoint of the learner, induced him to express his ideas. According to him, ideas should not be implanted from without, but logically developed from within. This method tended to strengthen the individuality of the learner. The life and teaching of Socrates made a deep impression on his pupils, but few of them comprehended him in his vast universality. Perhaps Plato came nearer than any of the rest.

Although Plato never exercised any influence upon educational practice, he was the first to make the theory of education a subject of strictly scientific inquiry. Plato tells us education is nurture. It includes not merely instruction and training, but all the influences brought to bear upon the soul. The soul is made up of three parts: the appetite, which is wild, but capable of being trained; the spirit, the element of

courage, either for good or evil; the philosophic element, the source of gentleness, of love, of refinement, of culture, of wisdom. The duty of education is to control the appetite and so to balance the elements of the soul that each may tend to the perfection of the other.

He applied to the State the same elements he found in the individual. Philosophers represented the wisdom of the State, warriors its courage, and the mob its appetite.

All education, according to him, was to be controlled by the State. From the 7th year the child belongs to the State. Until the 10th the training is to be mostly in the gymnasium, this, however, is to be carried on through life. From the 10th to 13th year the child is taught to read and write; from the 14th to 16th he learns poetry and music. The 17th to 20th the youth should devote to athletics, as a preparation to war. At the age of 20 men are to choose their different employments; the next ten years to devote to the science coupled with military service; the next five years to be devoted entirely to dialectics. Then come fifteen years of public service. And at last, at the age of fifty, the world will lie open before his mind. Then the shadows and images of everyday life will acquire their true meaning, he will see through them to the realities they reflect. The separate sciences will cease to talk in dreams, philosophy will not be a cunning device of words. Only eternity can interpret the language of truth fully, but to understand it is the nearest approach to heaven on earth, and to study it is true education.

Plato was a philosopher of the ideal, Aristotle of the real. Plato started with general ideas and ignored nature. Aristotle clung to nature and, following in the footsteps of Socrates, proceeded inductively from particulars to generals. "Men," he said, "have souls and reason. This reason is partly active, partly passive. The highest aim of man is happiness; the highest happiness is to be reached by perfect virtue. The highest virtue is that of reason. This is realized in the life of contemplation, which is higher than the life of action. The end of life, and, therefore, of education, is intellectual and moral virtue. The means of obtaining it are three: nature, habit and instruction. The semi-rational part of our nature develops before the reasoning part; the body develops before both. Therefore, the order of education must be first bodily, then moral, and, lastly, scientific.

First, then, will come gymnastics, to produce courage, not to develop brute force. Gymnastics are only a preparation for the education of the soul. This is done by music. Next is mathematics, which is purely intellectual, and has no effect in the moral nature. Dialectic is the foundation of scientific training. It is of use as a means of intercourse for the purpose of persuasion, for the learning of philosophic sciences so as to more readily distinguish what is true and what is false. Connected with dialectic is rhetoric, and the highest of the practical sciences is politics."

Socrates began the study of the Greeks as human beings, and found a confused mass of truth and worthlessness. Plato made of this a

beautiful, harmonious system. But it was a Greek system—it would make the Greeks a superior race and benefit the rest of humanity—nothing. Aristotle is the connecting link. To him civilization of the later times owes its gratitude.

In Greek education much was omitted to which we attach great importance. There was no learning of language, no arrangement made for instruction in Persian, Phœnician or Egyptian. Indeed, the learning of foreign languages was quite beneath the dignity of a Greek gentleman. He rather expected all "barbarians to learn his tongue." Nor is there any history in the curriculum, unless legends be classed under this head. Unlike the Jews and other Eastern nations, the Greeks did not give to their own history the sanctity of a religion.

Yet without our modern necessities the Greek education produced the most gifted and attractive nation that ever lived upon earth. The Greeks emancipated education from the curse of caste and asserted the claims of individuality. They teach the race to look beyond mere bodily existence to the "good and the beautiful," to a harmony in culture.

E. W. D. GRAY.

Ione: a Tale of Old Mycenæ.

BY JAMES E. HOMANS, A. B.—HARVARD, '89.

LONG ago in the city of Mycenæ, which Perseus built in the plain of Argos, dwelt a man, by name Aristocles, with his wife Ione. Many years had they lived together in so great unity that even the gods debated among themselves whether such love were not more rightly godlike than human, and had sore dispute upon the qualities which distinguish man's nature from divinity, determining by experiment to know of it for certainty.

Upon a time it happened that Aristocles made a journey, and for many weeks was absent from Ione. Despite the painfulness of separation they would oftentimes half forget that they were apart, so constantly did dreams unite them and so full were their thoughts with

loving memories of one another. The days wore on, and at length the time drew near when Aristocles should return. Many times did Ione ascend the heights of Acropolis and, scanning the waters of the distant Gulf of Argolis, wonder which of the white-sailed ships might be bearing her loved one homeward. But when evening came and each ship had entered its harbor, bringing no Aristocles to her, she would feel sore at heart with her disappointment, but in sleep she would dream that he had really come.

One morning a trireme, sailing from afar, proudly breasted the waters of the Argolic Gulf. Upon the deck stood Aristocles, and as he listened to the ceaseless chant of the weary rowers he grew impatient for the moment when within the fair walls of Mycenæ he should press Ione to his bosom.

The mist of the early dawn, vanishing before the Sun-God, revealed the low-lying marshes of Lerna, where Hercules slew the Hydra, and through which winds the stream of Inachus. As the mist rose higher he beheld the heights of Artemesium clothed in cloud, Mt. Euboea, and the city of Mycenæ. His heart grew glad with the thought of Ione, and he dreamed of her while the rowers chanted on, nor did he cease to dream when the port was reached and the weary ship lay resting on the sands.

Half-way between the sea-port and the town, in the days before Poseidon had given the Argolid to Hera, there stood a grove. Here, men said, Hermes had slain the watchful Argus, and here, even then, the gods were sometimes seen. Aristocles, riding homeward, reined his horse within its peaceful shades, and while the beast drank its fill from the basin of Inachus, thought with rapture of his speedy reunion with Ione. Then he seemed to feel her presence beside him and hear her gentle voice saying "Aristocles, my Aristocles," and his heart beat high with very thought of it.

Who was it then that walked among the trees, and whose footfalls scarce made a rustle on the turf? Whose presence was it that his spirit seemed to feel? Looking up he could scarcely discern the figure in the deep shadows. Was it the form of Ione he beheld? Like the marble statue which became the living Galatea, her life seemed born of the very love which anon had filled his thought. Yet he feared to call her Ione; she seemed even more divine than his heart had made its goddess, and he was not satisfied.

She drew near and looked him in the face lovingly, then held out her arms to him and murmured: "My Aristocles, it is thou!" Dazed by her beauty, he regarded her a moment in silence. Then, moved by love, he embraced her, the while awed and afraid.

"My Aristocles, thou dost distrust me. Dost thou wonder that for thee my beauty is divine? Love is blind only because, forsooth, it doth o'erlook all blemishes in its ideal! Whatsoe'er doth move a man is divine for him. Dost thou forget that Love is very godfulness?"

"I mistrust thee not," he answered; "but I doubt me if my love

"ONE MORNING A TRIREME SAILING FROM AFAR."

have power to create so divine a thing as thou. Surely thou art all a goddess, else I dream. My Ione, is that true?"

"Thou speakest truly, my Aristocles; I am divine. I am Aphrodite, the goddess Love herself. But start not, I am thy Ione also, thy wife, whom the just Fates decreed to thee, for that thy heart was more pure and lofty than the most of mortal race. Now I do reveal myself to thee, to reward thee for thy love. Come, let us hence; we will dwell for aye among the gods, and I will make of thee a god. Even as the mortal Psyche became divine, shalt thou be worshiped as the God of faithful love. Come, even now we'll go."

Aristocles hesitated. It was not thus that he had dreamed of meeting his beloved, and he was sore perplexed. "Since it is as thou dost say, my queen, let me I pray see thee but once again," he said, "within the home where for so long our love has dwelt. I ask but this, then follow I thy lead."

The goddess frowned full angrily, and answered: "Is it thus thou dost presumé upon my plighted word? Far better it were for thee that thou shouldst die, than that the goddess angered should fly from earth and leave an empty home for thee. But since thou thus dost doubt me, go find it even so, and be convinced."

Answered Aristocles: "Why doth Love refuse the boon! Hath all my merit lost its worth so soon that thou, at first commending me upon my love, dost find my sole behest presumptuous?"

The goddess smiled on him, and, as though her rage forgotten, prompt replied; "I did but speak to try thee, knowing too well the measure of thy love. But I did fear lest thou shouldst suffer, since thou then must see my merely mortal shape. And as the slave, when loosened from the dreary cavern of Illusion, and seeing the Real face to face, is pleased no longer with the phantom shapes erstwhile all beautiful for him, thou, seeing the divine Ione, canst find no pleasure in her human form. I am the reality, she but the feeble dream. But go; thou shalt see Ione as of old, but thou wilt leave her, and at the eventide wilt come to find her once again divine."

Embracing him she vanished, and he rode on though sore perplexed, and knowing not that the gods were making trial of his love's quality. He asked himself: "Could Ione seem mean and poor? The heart that loves can never see its beloved less than divine; through everything doth true love cling to its ideal and within her bosom believes one half its life to be enshrined."

A poet sings: "In times before the worlds were made, kindred souls did draw their lives from common substance in the stars, and loving here they do but seek to live again in that same sphere of union. But the soul that spurneth Love is naught save the stray fragment of a world floating alone in emptiness."

Then, as he passed the stream and woodland spirits, the Dryads and Naiads came forth, gazed wonderingly and said: "This is the man great Aphrodite deigns to court." But when they looked again they only shook their heads.

In her little garden within the City of Mycenæ sat Ione, thinking of Aristocles, wondering when he would return to her. She wandered among the flowers, or, standing by a little fountain, scattered upon the water the petals of a rose, seeking an augury from the god of the stream. The fountain only seemed ruffled, and, despite the sky was clear, reflected a shadow within its waters; and she wondered what pain it might foretell.

There sounded on the pavement a horse's hoof-beat, and her heart told her that Aristocles was come. She hastened to meet him as he entered and embraced him tenderly. But he greeted her with coldness and seemed to find a horror in her touch. To mortal eyes Ione, flushed with joy, seemed beautiful as Psyche, but he, bewitched by the goddess' touch saw her beauty vague and shadowy, as through the denseness of a mist. In grief he cries to her: "O, my goddess queen, even as thou saidst, mortality hath lost its charms for me. The beauty of a mortal face is naught save the vesture of a skull, and the life light of its eyes serves but to light the darkness of its bony cavities.* My goddess, now let thy divinity appear to me as then upon the way beyond. Cease now from this poor semblance of thyself in which the freed slave hath no happiness. The sunlight truly hath made to seem dark the twilight of the cave."

In terror Ione gazed into his face. "What is this that thou dost say, love?" she cried. "Hath thou ceased to love me, or doth Nemesis haunt thee, that thou dost loathe the sight of me?"

"Seek not to prove me, further, O goddess," he cried. "I believe thy word; do as seems thee best."

"My loved one, I am no goddess," answered Ione. "I am but thy wife who loves thee well. Why dost thou seek to try my love; truly it is all too steadfast to need proof."

Said Aristocles: "Goddess, I am too constant to forget thy godhood in its merely mortal shadow. Thou wilt meet with me within yon sacred grove this sundown. Now, adieu."

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* There is a Buddhist text which expresses this very idea.

So Aristocles left Ione, and in her deep blue eyes there shone the glistening tear alike the diamond drop of dew upon a violet's heart. Thus oft will men who say they love the gods, maddened by a dream and by a vain conceit, have such small pity for their fellow-men whose bitter tears should melt a heart of stone. So was Aristocles mad.

He turned his way to the rugged slopes of Mt. Eubœa, thinking rapturously, the while, of his meeting with the goddess at that day's sundown. Then his heart smote him, for he bethought him how he had maltreated Ione because she had seemed to lay aside her proper beauty. Perhaps that were only the goddess' test of his affection! yet he turned not again to his home, but hid himself in a den among the rocky ledges of the mountains, and slept ere long, for he was wearied with his journey.

"LOOKING UP HE COULD SCARCELY DISCERN THE FIGURE."

Within his dreams there was a voice which spoke loud as a brazen trumpet, yet exceedingly sweet. In related in succession all the tales of how the gods in olden times scourged grievously presumptuous ones, whose crime was that they strove to compass the divine, though they themselves were human; of Tantalus and Niobe, and Phæton, and of that crew who would storm heaven itself.

Then it was as though a veil were rent asunder, and god Hermes stood before the sleeper. A frown was on his brow, and he gazed at him right scornfully.

"For what purpose," he demanded, "hast thou left thy goddess spouse to pine alone, while thou dost play the vagrant from thy home?"

"I do but wait the sundown," was the answer. "At that time I join her in the sacred grove outside the walls, when she will meet me in

her form divine, which has no trace of care or sorrow, as had the form she wore the while I tarried with her in our home. For scarce, in sooth, could I believe she were divine so small her comeliness."

Then said the god: "Who deals with gods must know and honor them in any form they wear, else dread their sore displeasure. Great Zeus himself doth often wear disguise and, though he come as cloud or golden shower, demands, and finding doth reward the honor which his loved ones have for him. Thus once of olden time he gave a peaceful passing to Philemon and his spouse who entertained him whom they thought a wayworn traveler. Enough for him to say, 'I am that god!' and man's place to believe that saying unquestioning."

"But," said the dreamer, "my Ione did deny she were the goddess, and I, fearful lest I should displease, fled hither and await our trysting time."

The god laughed long and loudly, till the plain, the wood, the rocky hill echoed over and over with the shout, and the doleful owl, waked from her hidden slumber, moaned out her grim derisive comment.

"Verily, she being prudent, speaks the truth; yet with my power could I visit wrath upon her, and refrain but for her sake, that thou shouldst love what I had made hateful in thine eyes. The gods but sought to try thee, and know, if having seen the pure divine love, thou still couldst find pleasure in the temple made holy by her habitance.

"Oh, thou who wouldst scorn the world and be a god, where first hath thy foot trod upon the skyward path? Where are thy wings that thou dost not unfold them and arise above this paltry world? Thou art not godlike, for a god can perceive the deity enclosed in any form. He loves not gods who loveth not mankind."

Thus spake the god, and, having spoken, went his way, and then the dreamer woke. The sun was sinking to the westward behind the distant Artemesium. All was peace.

The vision of his sleep had reft from his heart the desire for the goddess and her gift forced upon his hapless self. Sorely he wished he could believe the message of his dream, and his step was laggard as he drew near the trysting place, where now, mayhap, the goddess was awaiting him.

Merrily the sunlight shone through the leafy grove, as through some rustic temple's colonnade, whose floor shone green and golden with the wealth of woodland herbage. Amid the trees a marble fane stood, white and beautiful. And there was Ione, with face raised towards the sky, as though communing with the gods. Aristocles, drawing near, bethought him why she seemed so very human, yet so divine, and the joyful hope struggled in his bosom, albeit shadowed by a fear. Humbly he knelt upon the turf, and lifting up his hands, cried, worshipping:

"O, goddess, give again, I pray, thy former love, and tempt me not with lurements heavenly! Too vast and high doth seem the life of gods, and I am weakly mortal. If thou dost anger, and if thou must go hence, oh leave for me, I pray, some forest nymph or spirit of the streams, so

like to thee that I forget the cheat, and am content to call her love. Else let me die and bathe in Lethe's flood—in its dear, awful waves forgetting all my misery, and who I am—rising again to serve the gods, a shepherd or a humble country clown, for that I dared to love the gods."

No word spake Ione, but, with a sigh so gentle he knew it was from a woman's heart, she knelt beside him, kissed his lips, and whispered lovingly :

"Now am I thine, all thine. I am no goddess who doth seek to draw thy love away to awful realms. I am thy Ione ; wilt thou not love me?"

Never before knew he how he had loved her, until that moment, when he kissed away her tears of pain and joy, and felt her gentle heart beat and her whispers say, "I love thee so." Oh never, since the bright, glad morning in this trysting place, when first their love was voiced by each to each, had such a bliss been dreamed by them. This is the moment when two souls renew their words of love, love deeper, broader and diviner than they knew before. Then are their lives as nearly blended as are streams that flow together in their channel-ways, before they melt into the sea and lose themselves in utter unity.

The deities were satisfied, and thus they came to know Love was a god, and the greatest of them all.

JAMES E. HOMANS.

St. Johns College.—A Time-Honored Institution.

BY PROF. WM. C. THAYER, COL., '76.

IN the valuable Register of Colleges in this magazine, the name of Harvard of course heads the list. First in age, it is also among the first in wealth, drawing the annual income from seven and a half millions of dollars, and receiving about $400,000 yearly in gifts. Yet, as so ably shown by its honored president in a recent article in the *Century* magazine, the University not only feels poor, but *ought* to feel poor for a long time to come, as it reaches out into all domains of intellectual life, and strives, not so much to keep up with the advance of knowledge, as to lead that movement in all departments of man's activity.

Next in age comes William and Mary, of Virginia, whose fate, for so long a time undecided, is at last settled, and its position established as the male Normal School of the State.

But it is of the third on this list that we now wish to speak. In unbroken succession from 1696 to the present day, first as King William's School, then as St. John's College, it is struggling to-day against fearful odds to maintain the high standard of scholarship for which it has always been noted, is making a most determined effort to meet the enlarged needs of the age in the matter of higher education, and, most remarkable of all, it is succeeding and improving in the teeth of obstacles before which many a charter has lapsed and many an institution perished.

The people of Maryland early made an effort to secure a college and the benefits of advanced learning for the colony. After two unsuccessful attempts, an act was finally passed in 1696, founding, at Annapolis, King William's School, noted in the annals of the State as the nursery of some of her greatest men. This fact is well known and has often been cited; but the wider and more vital contribution of well-trained and vigorous minds made to the councils of the Nation, at the critical time when it was taking definite shape, has not been sufficiently insisted upon. The record of the early years of our public and constitutional development will show—what there is neither time nor space here to recount—the efficient services of her sons for the good of the Nation. These were services of which we all are now reaping the fruits.

As such a factor in the growth of the Nation, St. John's deserves of this generation, I will not say *National* aid, for that term is understood to refer to the province of politics; but a helping hand from beyond the bounds of its own State, from all interested in prolonging the life and increasing the efficiency of a college whose claims are those of antiquity, consistency and progress. The details of its history and activity can be found so well and so fully stated in its catalogue of 1874,

that we need not take the time to rehearse the story here. It is enough to say that the charter provides that the said college shall be founded and maintained *forever*; that the Legislature enacted that the sum of £1,750 be *annually and forever* hereafter given, etc.; and that, by an act of bad faith, in 1806 it was deprived of a large part of even this small sum, so solemnly pledged by the State, and that the arrears of this sum have never been recovered. Definitely a State institution, it is put in the undignified position of having to appear before the Legislature every alternate year, to beg for the small appropriation which is even then not its full due—the $3,000 to which the State is bound by the act of 1833. Anything over and above this is a gratuity!

A memorial laid before the House Jan. 10, 1890, contains, among other information valuable in this issue, these two significant paragraphs:

1. "But when I state that the present income of the college cannot afford more than $6,400 to be distributed as salary among the present (10) members of the Faculty, it will become apparent how impossible it would be to provide such an additional chair (Pedagogics) out of the present resources." Is anything more needed to exhibit the patient, self-denying work of a faculty who are determined to continue a good work at any personal sacrifice?

2. "Another urgent need of the college is to be relieved of debt, which at present amounts to $20,000." The sum that many a man spends on private pleasure would relieve an entire institution of the pressure and anxiety of a debt which, in its hampered condition, it is totally unfitted to bear.

In the prevalent and increasing mania for founding *new* colleges, which shall minister to private and local fame, the broader and less-selfish policy of strengthening existing institutions seems to be lost sight of. There is less glory to be got, but certainly far more advantage to humanity. Thus, to borrow a recent instance, the endowment that founded Clark University, Mass., would have added a large and powerful auxiliary to the already efficient resources of Harvard, and would have almost doubled its power for good.

The practical purpose of our plea, then, is this: Strengthen existing institutions, the oldest and worthiest first, and, in particular, note the special claims of St. Johns College for generous consideration in this regard.

In this magnificently rich city of New York, the banking-house of the Nation, there are many men of princely income, to some of whom it may, and no doubt will, occur sooner or later to give a substantial proof of their interest in higher education in the form of endowments to colleges. Instead of founding *more* colleges, where really fewer and better colleges are needed, would it not be far better to select the older and more deserving institutions of the land, which have toiled so long with miserably inadequate resources? To relieve them from debt, set them

upon a firm and, above all, an independent foundation, and give to their work all the efficiency and force that their presidents are working so faithfully to secure?

To such a benefactor then we could commend St. Johns, in Annapolis, the third in antiquity in the nation, as a most venerable, honorable and deserving recipient of his attention and bounty.

WM. C. THAYER.

UNDERGRADUATE WITTICISMS.

"What sort of a fellow is that Jinks, Charlie?"

"No good; terrible hard to get along with. Why, even his food won't agree with him."

—*Yale Record.*

"I'm feeling down in the mouth," said Jenks to Blinks, after a night in a country inn. "How so?" asked Blinks. "Oh, that blame pillow of mine had a hole in it."

—*Harvard Lampoon.*

Our Glee Club.

A state of things has come to pass
Which makes our city weep,
For Lake Champlain has ceased to roar—
Its waves seem all asleep.

And this is why the sparkling waves
No longer sing and dance—
The Glee Club roars so very much
The lake can't get a chance.

—*University Cynic.*

Fahrenheit.

Little Johnnie had a mirror,
But he ate the back all off,
Thinking, rashly, in his terror,
This would cure his whooping cough.

Not long after, Johnnie's mother,
Weeping, said to Mrs. Brown,
"It was a chilly day for Johnnie
When the mercury went down."

—*Tiger.*

Moses Took the River Course.

Now Moses went to college, I think,
But did it very young,
For he was started in the course
'Fore he knew his mother tongue;
He was right in the rushes, too,
With canes on every side,
And yelled like mad, as I suppose,
While the flags waved as he cried.

—*The Red and Blue.*

Concerning Maude.

Maude refused me as we sat
In the honeysuckle arbor;
Yea, abused me—think of that!—
Laughing at my "boyish ardor."

Tho' I've health and wealth galore,
E'en tho' Scarlet Fame's infused me,
Tho' I win of maids, a score,
Still I'll ponder—
Maude refused me.

—*Trinity Tablet.*

Good Grounds for Refusal.

Brown and Smith not long since, were walking in town,
When Smith for a double X blandly asked Brown;
"But will you pay it?" Brown cautiously said,
Still walking along without raising his head.

"I—I will pa—pay you," Smith soon made reply,
"As—as soon as I—I can, you—you may rely."
Said Brown, "I can't do it, nor believe what I've heard,
For a stuttering man so oft breaks his word."

—*Lampoon.*

Another Idol Broken.

Ever faithful old dog Tray,
Steadfast, brave and true,
Is but a myth. Could he be Tray
And yet be faithful too?

—*Brunonian.*

MISS INQUISITIVE—By the way, Mr. Deadbroke, where did you sit at the Intercollegiates'?

MR. DEADBROKE (who being unable to procure the needful on that day had stood in the broiling sun for four hours)—Oh, I had a grand stand all by myself; strange I didn't see you.—*Columbia Spectator.*

Hard on Aaron.

Abou Ben Adem's name led all the rest
In the book of those whom God had blest; but yet
The names were all, if truth must be confessed,
Arranged in order of the alphabet.

—*Brunonian.*

The Reason Why.

With tender care he her embraced,
And pressed her to his beating heart.
"Your image shall ne'er be effaced,"
He said, and then: "How fair thou art."

The maid looked down, with glances coy;
She listened to his story pat,
And then she asked with timid joy:
"Oh, Gus; where did you get that hat?"

He turned, and she was left alone;
She thought at first that she must die.
Ten years have passed; she can't atone;
"They never speak as they pass by."

—*The Red and Blue.*

A Little Maid.

A little maid, a little maid,
I love her sweet and winsome grace,
Her brightly laughing, roguish face,
She is not staid,
But nestles coyly in my arms,
And then still more my heart she charms,
She is not stayed.

—*Tuftonian.*

SHE: I hear that Mr. Sheffield Hall has written such a fine thesis that it will soon be out in print.

LOPHER, '91 S.: O, that's nothing; my thesis was out in print before I wrote it!—*Yale Record.*

Things are not just quite the same
As when in days gone by,
Came the Prodigal back again
To feast and revel high.

Nowadays he hears a cry,
Quite different from the past:
"Kill the fatted prodigal—
The calf is home at last."

—*Tiger.*

College Affiliations of the Members of the University Club, N. Y. City.

NON-RESIDENT MEMBERS.

P.

Payson, Henry S.....Y., '72—Nov. 6, 1881—Mossville, Ill.—A. B., LL. B.—D. K. E., Skull and Bones.

Peabody, Francis, Jr.....Trin. Coll., Camb., Eng., '77—Jan. 5, 1887—Boston, Mass.

Peabody, Francis S.....Y., '81—May 6, 1885—Chicago, Ill.—Ph. B.

Peirce, James Mills.....H., '53—Dec. 3, 1884—Cambridge, Mass.—A. M.—*Ψ. Γ.*, Hasty Pudding.

Pellew, Henry E.....(—) Eng, Washington, D. C.—May 10, 1879.

Pennington, William.....Y., '60—July 1, 1879—Paterson, N. J.—A. B., LL. B.—*A. Δ. Φ.*, Scroll and Key.

Pepper, William .....U. of P., '62—April 7, 1886—Philadelphia, Pa.—M. D., LL. D.—*Z. Ψ.*, Philomathea.

Perkins, George E.....T. '81, Oct. 1, 1884—Helena, Mont.

Perkins, Hamilton.....May 10, 1879—Philadelphia, Pa.

Perkins, Robert P.....H., '84—Oct. 5, 1887—Philadelphia, Pa.—A. B.

Perry, John T.....Y., '73—June 3, 1883—Albany, N. Y.—A. B.—*Ψ. Γ.*, Wolf's Head.

Phelps, William Walter...Y., '60—May 10, 1879—Englewood, N. J.—A. M., LL. B., LL. D.—*Ψ. Γ.*, Skull and Bones.

Pierce, Josiah, Jr.....Bowd., '46—May 4, 1887—Washington, D. C.—A. M.—*Ψ. Γ.*

Pierson, Henry R.....U., '82—Albany, N. Y.—Jan. 6, 1886—B. S.

Plumley, Gardiner S.....Y., '50—Oct. 5, 1887—Greenfield, Conn.—A. M., D. D.

Porter, Noah.....Y., '31—July 23, 1879—New Haven, Conn.—A. M., S. T. D., LL. D.

Postelthwaite, Wm. M....West Point—May 7, 1884—West Point, N. Y.

Potter, Howard.....U., '46—Dec. 11, 1879—37 E. 37th St., N. Y. A. M.—*Φ. B. K.*

Prince, Chas. Albert.....H., '73—March 2, 1879—Boston, Mass.—A. B.—D. K. E.

Prince, Frederick O.....H., '36—Feb. 7, 1883—Boston, Mass.—A. M.

Pruyn, John V. L.....U., '80—July 2, 1884—Albany, N. Y.—A. B., LL. B.—K. A.

Pullen, Stanley T.....Colby, '64—April 7, 1886—Portland, Maine—A. M.

Pumpelly, Raphael.....Jan. 31, 1880—Newport, R. I.

Book Reviews.

The New Theology, by John Bascom, New York: G. P. Putnam's Sons, 1891, $1.50.

Mr. Bascom's style is somewhat Emersonian, and many of the ideas he advances are both new and suggestive. He discusses the various aspects of the movement known as the *New Theology*, under the headings *Naturalism*, *The Supernatural*, *Dogmatism*, *Pietism* and *Spiritualism*. Throughout the whole work there is no attempt at formulation, for, according to the author's conception, "the New Theology is not a creed but a tendency."

It is to be regretted on many accounts that this dictum has been adopted, for it is due to this that the otherwise extremely interesting book lacks the force and cogency of a treatise on systematic theology.

Had the author undertaken to formulate a new system of theology, or reinterpret some older form, it would seem that his book might have been of sensible importance in the interest of the cause it advocates, but as it is, we think it serves best as an excellent statement of the general principles of an important movement in modern thought. All of the reasoning is better calculated to confirm the faith of believers than to make new converts. It is rather a book of devotional exercise than an apologetical treatise.

Burke's American Orations. With Introduction and Notes by A. J. George, A.M., Boston, U. S. A. D. C. Heath & Co., 1891.

In the history of the British Nation, Edmund Burke is celebrated for his remarkable speeches on "Catholic Emancipation," "Warren Hastings and his Government of India," "The French Revolution," and the "American Question;" and Mr. George's little book gives us those two great speeches on America, which are considered to have been the most eloquent and classic productions of that gifted orator, and probably the greatest speeches ever delivered within the walls of the English House of Commons.

The vote of the English Parliament is never really influenced by an eloquent speech, and the orations of Burke were no exceptions to the rule. If philosophical reasoning and poetic passion, with every possible art of eloquence, could have averted the American War, these two remarkable productions would have influenced the House. But Burke's speech on "Conciliation with the Colonies," delivered on the night of March 22d, 1775, only carried with it a minority of 78 supporters, whilst 270 members turned a deaf ear to the passionate pleadings of the Irish orator, and thus speedily brought on a terrible war between peoples of common blood, ancestry and language.

Mr. George has given some useful notes which will be of great assistance to the reader, but they would have been more ready of reference and more helpful had they been placed as foot notes to the pages than, as they now stand, at the end of the volume. As the work now stands, there are still many expressions and references used by Mr. Burke a century ago quite unintelligible to an American reader unacquainted with the political history of England during the ministry of Lord North.

T. P. H.

The Unhappy Loves of Men of Genius. Harper & Bro., N. Y.

In 211 pp. Mr. Thos. Hitchcock, the author, has given us, in choice literary style, an interesting account of the platonic and other loves of Gibbon and Mme. Necker, Dr. Johnson and Mrs. Thrale, Gœthe and Charlotte von Stein, Mozart and Aloysia Weber, Cavour and the Unknown, and, lastly, Irving and Mrs. Carlisle.

One forgets the author entirely in the pleasing style of his narrative, interspersed as it is with abstracts from their love letters.

The stories are familiar to us all. One feels in the cases of many of these couples, notably in that of Gibbon and Mme. Necker, that the term love is scarcely more than a platonic affection of a more or less fickle nature, which hardly reflect credit upon the parties concerned.

While the reader is more or less interested to note how much the love-making of these

famous characters is like that of commonplace mortals, though a trifle better expressed, perhaps, a sense of disappointment at the paucity of the incidents is distinctly felt on closing the book. Mechanically it is an attractively published pocket volume.

W. G. E.

A Sanskrit Primer, by Prof. Edward Delevan Perry, of Columbia College. Boston, Ginn & Co.

The growing interest in the study of Sanskrit and other Oriental languages leads to the question of the best text-books for beginners. To attempt the study from the works of Hindu grammarians would be a hopeless task, and the peculiarities of the language are such as to require certain things to be explained and elucidated before any progress can be made.

Prof. Perry's Primer, based on the "*Leitfaden*" of Prof. Buchner, of Vienna, is composed of forty-five lessons, each presenting the subject by the usual paradigm, rules and vocabulary, followed by an exercise in translation. The whole is preceded by about 25 pages treating of the alphabet, the rules of vowel modification, with other important points.

We know of no more ready method of teaching languages, unless it be *inductively*, as in Prof. Harper's excellent "Hebrew Manual." But the inductive method is impossible of application to Sanskrit grammar, or undesirable. The rules of vowel modification, root derivation and euphonic combination make it imperative that the process should be from principles upward. These difficulties mastered, no method can help us better with the idioms and paradigms, for the theory of the Sanskrit grammar is at once most beautiful and scientific, easy to master when once the fundamentals have been understood.

This book presents the subject in the most comprehensive and explicit manner possible, giving emphasis to such things as may seem strange and difficult to the beginner.

J. E. H.

A Primary Word Book, by Sarah E. Buckbee. Boston: D. C. Heath & Co., 1891, 30c.

A spelling-book with many novel features to commend it to the attention of teachers. Difficulties in spelling and pronunciation are classified to make them more apparent and easier of retention.

Plane and Solid Geometry, by Seth T. Stewart. N. Y.: American Book Co., 1891, $1.12.

The American Book Company is doing an especially commendable work in supplying the market with scientific text books. In this age it is necessary that provision should be made for the conservation of energy in the act of learning. Much stupidity has been fostered, and many valuable facts made hard of acquirement, by poorly written text-books and slovenly methods of teaching.

We are inclined to commend this book, in the fact that there is a thorough progressive classification of subjects. Each book treats of some one figure, and is divided into sections, each representing a distinct progression. Thus, Book I. treats of *straight lines and angles*, Book II. of *triangles*, III. of *quadrilaterals* and IV. of *circles*. Book I. has five sections of five propositions each, dealing successively with *superposition*, *angles*, *perpendicular*, *parallel* and *oblique* lines. The principle of association is thus rigidly adhered to, and the mind moves from step to step, at the end holding the truths of geometry as a composite and related total, realizing a most efficient help to both memory and reason.

The Essential Uses of the Moods in Greek and Latin, by Robert P. Keep. Boston: Ginn & Co., 1891.

Speaking of scientific text books, and the principle of association, we have here another work which deserves the highest commendation as a simplifier of the difficulties of Greek and Latin grammar.

The uses of the moods are set forth in parallel columns, with references to the grammars in general use. A most useful book to the beginner in Latin and Greek.

Books Received.

Principles of Agriculture, for Common Schools, by I. O. Winslow. N. Y. American Book Co., 1891, 60c.

A book calculated to give a good general idea of the subject.

Hon. Richard L. Larremore, LL. D.

CONSCIENTIOUSLY striving to bear the burden that would tax the utmost energies of three ordinary men, the venerable Ex-Chief Justice of the New York City Court of Common Pleas, after twenty years of unremitting labor on the bench to which he had been elected and re-elected out of the midst of a lucrative practice of eighteen years at the bar, has voluntarily laid aside the robes of office to gain for declining years rest for overtaxed body and brain ere he has completed the full half of his second term.

Richard Ludlow Larremore, the silver-haired alumnus of old Rutgers who sends so few of her sons to New York, was born in Astoria, N. Y., Sept. 6, 1830, graduated from Rutgers College in the class of '50, studied law with Robinson, Betts & Robinson, was admitted to the bar in his native State, became a member of the Board of Education of New York City and its president in 1868. He was elected a member of the Constitutional Convention in 1867, and in 1870, by a handsome majority, won an election to the Common Pleas bench of the City of New York. Eighteen years had he practiced at the bar, fourteen more had he served on the bench when, in 1884, he was invited to stand for reëlection for another fourteen year term.

So great was his popularity, so satisfactory to all who watched his career had been his decisions, that he ran far ahead of his ticket, which itself had been successful by an enormous majority. He immediately became its chief justice, and worked on unremittingly for six years, serving for long periods on the Supreme Court bench.

The crowded state of the calendar, which it became, month by month, more impossible to clear with the limited number of judges, bore more and more heavily upon Judge Larremore and so weighed upon him that he broke down beneath the strain and was compelled, reluctantly, to retire for a period of rest.

Such, briefly, is the history of one of the prominent and successful men of our times. But it tells nothing of the characteristics of the man, endeared to every friend who knew him by every grace of mind and heart that goes to make up the courtly gentleman, the generous friend, the powerful ally and the sincere lover of right.

It has been said of Judge Larremore that he has never been known to send from his court a neophyte in the law, whether victor or vanquished, without making him a life-long friend by his kindly forbearance and his fatherly advice or attentive ear. Not a few of them are now eminent at the bar and on the bench, and many and various have been the touching tributes to Judge Larremore that have come to him from these men in the afternoon of his life, showing their appreciation of his many virtues.

The son of Peter Polhemus Larremore, of Astoria, N. Y., and Elizabeth Ludlow, of Passaic, N. J., he was prepared for college at Union Hall Academy, Jamaica, L. I. While at Rutgers he was foremost among

his fellows in every sport or study. A fine debater, essayist, member of the leading literary society and the Zeta Psi, a commencement speaker, popular, he was enthusiastic in all of them. Twenty years after graduation the University of the City of New York conferred upon him the doctorate of Laws, and many are the honors that have followed since.

Mr. Larremore's happy cordiality and genial ways have drawn him into many clubs and recorded his name among the members of the University, the Manhattan and the Zeta Psi Clubs.

WALTER G. ELIOT.

Sherburne Blake Eaton.

MR. EATON was born at Lowell, Massachusetts, in 1840, fitted for college at Phillips Andover Academy, and graduated at Yale College in the class of 1862. He then at once went to the war, joining an Ohio regiment commanded by his former roommate at school and college, Colonel Oliver H. Payne, of Cleveland, and after serving for a year and a half in Colonel Payne's regiment, was appointed a member of the staff of General William B. Hazen, of the Army of the Cumberland. For two years he saw arduous service, always at the front, and participated in many battles, including Chickamauga, Lookout Valley, Mission Ridge, Knoxville and the series of battles fought by Sherman's army on its march to Atlanta, at which last named place, Mr. Eaton was seriously wounded, on July 19, 1864, his life at the time being despaired of. His military service gave him the title of "Major", by which he is still known among his friends.

After the war, Mr. Eaton lived in Chicago, where, in 1870, he was admitted to the bar. In 1871, he moved to New York, and became connected with the law office of Porter, Lowrey & Soren, where he remained until 1874, when he formed the firm of Carter & Eaton, of which W. B. Hornblower and Ex-Governor D. H. Chamberlain afterwards became partners under the firm name of Chamberlain, Carter & Eaton. Ex-Gov. Chamberlain was a classmate of Mr. Eaton at Yale.

Mr. Eaton's first prominence in New York City came from his professional services in 1874, as Counsel of the New York Chamber of Commerce, when that body, aided by similar organizations in the other seaboard cities, sought to reform the customs revenue laws, and to repeal the revenue law authorizing moieties and the seizure of books and papers. Mr. Eaton's law argument before the Congressional Committee of Ways and Means, at Washington, when the representatives of these various business organizations were given a hearing, was widely read in this country, and being in part translated into French and German, was circulated abroad. The success of this movement gave Mr. Eaton a large clientage among importing houses, and he became a recognized authority on questions of customs laws, being retained in the trials of most of the important cases of the time. He also made a specialty of

Hon. RICHARD L. LARREMORE, LL. D.

bankruptcy law, being connected with the principal bankruptcy cases in the Federal courts in New York, and of corporation law, taking an active interest in new legislation affecting corporations.

In 1881 Mr. Eaton gave up the general practice of law, to become, at first, Vice-President and afterwards President of the Edison Electric Light Company, and, soon after, the President of many other companies engaged in developing Mr. Edison's inventions, both here and abroad. At that time one small office and a single desk sufficed to do the business of the Edison Light Company, which has since grown into several vast organizations with many thousands of employees and earning dividends, on an invested capital of nearly a score of millions of dollars. In 1884 Mr. Eaton was made the General Counsel of the Edison Electric Light Company, and is now the General Counsel of all the Edison electric light companies, as well as the personal counsel of Mr. Edison. The Edison business extends to every country, and the multitude of questions of a legal nature constantly arising, together with the supervision of a large number of patent suits, and the protection and enforcement at law of Mr. Edison's almost innumerable inventions, engage Mr. Eaton's constant attention. The title of his present firm is Eaton & Lewis, his partner being Eugene H. Lewis, a Yale man of the class of 1873. For a short time, De Lancey Nicoll, the present District Attorney, was a member of the firm.

SHERBURNE BLAKE EATON.

Mr. Eaton is an indefatigable worker, devoted to his profession, and gives his time day and night and at all seasons of the year to the service of his clients. Of late years he has but rarely appeared in Court, being fully occupied in consultations and in the general supervision of a large practice. A sound lawyer, with excellent judgment, prompt to decide and quick to act, he possesses rare qualifications which make him at once a trusted legal adviser and a valuable business associate.

Mr. Eaton is a member of the Bar Association and the Law Institute, and belongs to the Union, University, Lawyers', Players' and Electric Clubs, to the newly organized Metropolitan Club, and to several clubs in other places, including the Raleigh Club of London.

WM. B. HORNBLOWER.

Gen. Thos. H. Hubbard.

THE subject of this too brief sketch is a well-known lawyer of the New York Bar. He is the second son of John Hubbard (Dart. '16) and Sarah H. Hubbard. The father was a man of giant frame and equally distinguished mental qualities. By profession a physician, he yet took a wide interest in public affairs, and was from 1849 to 1853 Governor of the State of Maine. It was during his administration that the prohibitory legislation known so widely as the "Maine Liquor Law," was passed by the Legislature. The elder son, John B. Hubbard, who was preparing for the practice of the law when the Civil War broke out, entered the military service in 1861, became Captain and Assistant Adjutant-General, and fell in battle, May 27th, 1863, in the first assault on Port Hudson, Louisiana.

GENERAL THOMAS H. HUBBARD.

Thomas Hamlin Hubbard was born in the City of Hallowell, Maine, December 20th, 1838. He was prepared for college in his native town, and entered Bowdoin College in 1853, graduating with his class in 1857, and receiving the degrees of A. B. and A. M. in due course. While in college he was a member of the Chi Psi Fraternity, and was an active member of the Athenæam, a local debating society, now extinct. He easily stood among the best scholars of his class, and at graduation re-

ceived the honor of an English oration, and an election into Phi Beta Kappa. During the college course he also received a prize for English composition, and an appointment to the Junior Exhibition. While these can scarcely be called "College Honors" at Bowdoin, yet they serve to place those who win them in honorable places among their fellows, and are justly looked upon as indications of scholarship.

After graduation he entered upon the study of the law at Hallowell, Maine, and after he was admitted to practice in Maine attended lectures at the Albany Law School. Subsequently, in 1860, he entered the office of Barney, Butler & Parsons, in New York. He became a member of the present firm of Butler, Stillman & Hubbard in the year 1874.

At the time of the Civil War General Hubbard was in the military service, beginning with the fall of 1862. He served in the field until the close of hostilities in the fall of 1865. He was Lieutenant and Adjutant of the 25th Maine Infantry; Acting Assistant Adjutant-General of Brigade, Lieutenant-Colonel and Colonel, respectively, of the 30th Maine Infantry; and Brigadier-General by brevet. He participated in the Red River Campaign in Louisiana; and in Virginia and the Shenandoah Campaign usually in command of his regiment and at times of his brigade. At the end of the war he was serving in Savannah, Georgia.

General Hubbard is now a member of the Military Order of the Loyal Legion, as well as a prominent figure in many of the leading clubs in New York. He is one of the Vice-Presidents of the Union League, and a member also of the Republican, Lawyers', Riding and Down Town Clubs, as well as of the Bar Association of New York and of the New York Law Institute.

General Hubbard married in 1868, and has three children, his son being a member of the class of 1892 in Harvard College.

General Hubbard has been for several years an active and interested member of the Board of Overseers and is now a member of the Board of Trustees of Bowdoin College. A few years ago he gave a number of decorated tablets, which are in the Memorial Hall of the college, upon which are inscribed the names of the alumni and students of the college who served in the Union Army during the Civil War. They are unique in design, and their artistic quality awakens at once the admiration and praise of all who see them. EDWARD B. MERRILL.

Colonel George W. Van Slyck.

THOUGH the old University Dining Club, the precursor of the present University Club of New York, was composed mainly of Yalensians, there were also chosen spirits of other colleges. Williams had its representative in Colonel George W. Van Slyck, who was later on, for several years, one of the Governing Committee, or more properly of the Committee on Admissions in the Club.

Colonel Van Slyck was born at Kinderhook, N. Y., in July, 1842, and was of Dutch origin. After a few years spent at the Kinderhook

Academy, his collegiate preparatory studies were completed in Providence, R. I., and he entered Williams College with the class of 1863, and soon became a member of the Chi Psi Fraternity. In 1862, moved by the same spirit which possessed so many of the best youth of the country, he organized Co. E of the 128th N. Y. Volunteers, and went into the service of the United States. During the early part of the war he was with his regiment in Louisiana, and participated in the campaign which terminated in the surrender of Port Hudson. Subsequently he was detached from his regiment and served upon the staffs of various generals until the termination of the war.

COL. GEORGE W. VAN SLYCK.

Colonel Van Slyck was subsequently connected with the New York National Guard, being on the staff of General Shaler.

Turning his attention to civil pursuits, he studied law at Albany with Judge John H. Reynolds, attended the Albany Law School, was admitted to the bar, removed to New York, and has since been actively engaged in the practice of his profession.

Allied to the Democratic party, becoming very much interested in political affairs several years ago, but without the usual desire for office, he became a member of the Committee of Seventy, and took an active part in its proceedings.

Colonel Van Slyck is a member of the Manhattan, University, Lawyers', and other clubs, was one of the five founders of the Holland Society, and is also a member of various literary and scientific societies.

He is unmarried; and whether by temperament or by reason of his success in life, is one of the most genial and agreeable companions. He is one of the few of whom it may truthfully be said, that to know him is to love him.

Philip Randall Voorhees, A. M.

IT is not often that a man in maturity, successful in one walk of life, deliberately leaves it for another. Although examples are to be met with in our metropolitan city, it generally happens that it is a profession which has been abandoned for business pursuits, and not one profession for another.

Descended from distinguished ancestry, related to the families which have made his State famous, Mr. Philip Randall Voorhees was born October 11th, 1835, in Annapolis, Maryland.

PHILIP R. VOORHEES, A. M.

Four generations, great-grandfather, grandfather, father and son have served as officers in the defence of their country. One grandfather, John Voorhees of New Jersey, would have starved to death while imprisoned in New York, in the historically fearful Provost Prison, had it not been for the kindly offices of a patriotic woman.

The other, John Randall, after serving throughout the war of the Revolution, was appointed, by President Washington, the first Collector of Annapolis.

Commodore Philip F. Voorhees, the father of Mr. Voorhees, received a medal from Congress for his services as a naval officer in the war of 1812, under Decatur and Warrington, being with the former in the capture of the *Macedonian* by the frigate *United States*, and with the latter in the captures by the *Peacock* of the sloops-of-war *Epervier* and *Nautilus*. He commanded some of the finest ships of the old navy, notably the frigate *Congress*, on her maiden cruise in 1842–'45 and the East India squadron in 1850–'51.

Carefully prepared by private tutors, Mr. Voorhees entered St. John's College, at Annapolis, and was graduated in 1855 with the degree of A. B., and later on took the degree of A. M.

After graduation, he studied law, in Annapolis, in the office of his uncle, the Hon. Alexander Randall, Attorney General of Maryland.

He then took a practical course in Mechanical and Marine Engineering, at the Vulcan Iron Works, Baltimore, and, after a competitive examination in 1860, was in February, 1861, appointed an officer in the Engineer Corps of the Navy. During the civil war he served in the frigate *Wabash* at the battles of Hatteras Inlet, Port Royal, and both attacks upon Fort Fisher; and served also in the gunboat *Huron* in the attacks upon the approaches to Wilmington, in the Cape Fear River, and was still one of the officers in her, in the James River Fleet, at the fall of Richmond. The war over, he cruised to the South Seas, in the sloop-of-war *Tuscarora*, one of the ships in Commodore John Rodger's fleet, which convoyed the monitor *Monadnock* from Hampton Roads to San Francisco. At the termination of this cruise to the Pacific, he was ordered to the Naval Academy at Annapolis, as Assistant Instructor in Steam Engineering. He resigned his commission as First Assistant Engineer in the Navy in February, 1868, reviewed his law studies and was admitted to the Maryland Bar, and later to the Bar of the Supreme Court of the United States. After a short service in the Examining Department of the Patent Office, he commenced the practice of patent law in Washington, D. C. In 1874 he married, in Boston, Sarah Marston Tuttle, daughter of Commodore Henry Bruce, retired, an officer of the war of 1812, and now the oldest officer in the Navy. He came to New York City in January, 1878, and, making the practice of Patent Law a specialty, soon attained a large and remunerative practice.

Mr. Voorhees is the author of several historical writings, and at the centennial celebration of St. John's College in 1889, delivered an address on the history of the college from its earliest beginning. He is a member, in New York, of the University Club, the Lawyers' Club, the Engineers' Club, and a member of the Military Order of the Loyal Legion of the United States; and belongs, among other scientific societies, to the Metropolitan Museum of Art, N. Y. Geographical Society, N. Y. Genealogical and Biographical Society, American Society of Mechanical Engineers and to the American Society of Naval Engineers.

Augustus Rodney Macdonough.

AUGUSTUS R MACDONOUGH.

THE task imposed on me by the courteous editor of the UNIVERSITY MAGAZINE, to prepare a brief biography of Mr. Macdonough, is certainly a pleasure. It is a privilege to know the subject of my sketch, and those who know him well are drawn very closely to him, and may well value his acquaintance for his many lovable traits of character.

Mr. Macdonough is the son of Commodore Thomas Macdonough, of the United States Navy, who was born at New Castle, Delaware, and a grandson of Major Thomas Macdonongh, of the Delaware Colonial war in the Revolution.

Commodore Thomas Macdonough, it will be remembered, was one of the most distinguished officers of our Navy, and his gallant conduct as Commander of the "Saratoga," during a desperate combat with an English frigate on Lake Champlain, was, perhaps, the greatest achievement of our infant marine service during the war of 1812–15. For his skill and bravery Congress awarded him a gold medal, and he received the thanks of the Legislatures of several States.

The worthy son of such a father is at present the Secretary of the New York, Lake Erie and Western Railway. He was born at Middletown, Connecticut, on November 20th, 1820. Having been prepared for college at Utica, New York, he entered Yale College and graduated with the class of 1839. Among his classmates were Senator Henry L. Dawes, of Mass., Augustus G. Eliot, M. D., of New York, the eminent Francis Wharton of Philadelphia, and Gov. Hubbard, of Connecticut. While an undergraduate he joined the Chi Delta Theta, Linonian, and Calliopean societies, and the Alpha Delta Phi Fraternity. At graduation he received an election into Phi Beta Kappa and was awarded the Berkeleian Premium with Charles Astor Bristed.

After his graduation at Yale Mr. Macdonough studied Law, practicing in St. Louis from 1842 to 1846. In 1848 he removed to New York City, where he continued the regular practice of his profession until 1873.

In the course of his professional life Mr. Macdonough has held many prominent and responsible positions among which were the Trusteeship for three years of the House of Refuge; Chief Examiner under the first Civil Service Regulations in New York City; Presidency for two years of the St. Nicholas Society; Secretaryship of the New York Bar Association, and the Secretaryship of the Century Club for twenty-seven

years. He has always been attached to the principles of the Democratic Party.

As an author he has produced a translation of "Aucassin and Nicholette," of Papillon's "Nature and Life," and numerous literary reviews and critical and sporting articles in leading American magazines. He has also contributed many editorials to New York papers.

In 1846 Mr. Macdonough married a daughter of Edward McVickar of New York City, but she dying in 1847, he has remained a widower ever since.

It is as a conversationalist that Mr. MacDonough appears to me to be on a grade above other men, and that even among the cultured gentlemen who compose the Century Club.

That Association has seen fit to place the name of their former Secretary beside that of Bancroft, the historian, on the list of the three honorary members. Not only is the subject of this brief review one of the lights of the Century Association, but certainly he is one of the bright and shining lights among the men of letters in the nineteenth century.

SAMUEL MARSH.

Henry Tuck, M. D.

DR. HENRY TUCK was born in Massachusetts in 1842. He was the son of Dr. Henry Tuck (and Caroline Crocker), who was born at Kensington, N. H, educated in Exeter Academy, graduated in Medicine at Harvard, and soon after settled in Barnstable, Mass., where he attained high rank in his profession. He was a man of prominence in the community, and undoubtedly would have had a distinguished career, but that he died at the early age of thirty-seven.

The subject of this sketch, Dr. Henry Tuck, Jr., removed to Boston, when ten years of age, was educated in the Boston Latin School, and graduated at Harvard in the class of '63. He at once took up the study of medicine, and after four years spent at the Harvard Medical School, the College of Physicians and Surgeons in New York, and as interne in Massachusetts General Hospital in Boston, was graduated at Harvard Medical School in '67. In 1865, he served a short time in the army at the close of the war, in the capacity of Acting Assistant Surgeon, taking part in the last campaign and being present at the surrender at Appomatox. After graduating in medicine, he spent a year or more abroad in the study of his profession, mostly in Vienna, and in September, 1868, began the practice of his profession in Boston, where his in-

dustry and skill were soon recognized, and he received several appointments, among others those of Visiting Physician to the Boston Lying-in Hospital, the Boston Dispensary, and Physician to out-patients at the Massachusetts General Hospital, serving besides as Manager or Director to several leading charitable institutions and societies. From the very beginning of his professional career, Dr. Tuck has been connected with the business of life insurance, having been for ten years prior to his removal to New York Medical Referee or Examiner for the Mutual Life, the New

HENRY TUCK, M. D.

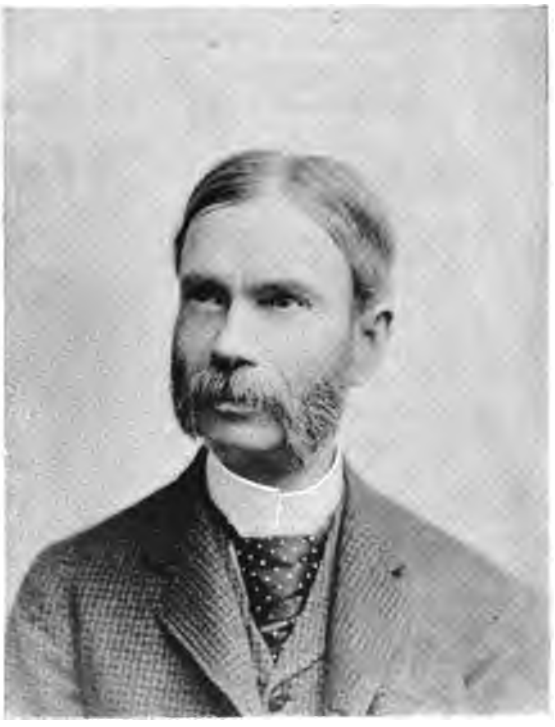
York Life and United States life insurance companies in Boston. In November, 1877, he was elected one of the medical directors of the New York Life Insurance Company, removing to New York City and assuming the duties of that position in January, '78. He was made Second Vice-President of the New York Life Insurance Company in 1883, and First Vice-President in 1885, which latter position he still occupies.

Dr. Tuck is a member of several medical societies, President of the N. Y. Society for the Relief of Widows and Orphans of Medical Men, and a member of the University and Reform Clubs.

Franklin Augustus Wilcox.

A PROMINENT authority and specialist in Admiralty law is Mr. Franklin A. Wilcox, of the firm of Wilcox, Adams & Green, 69 Wall Street, New York.

He is the son of Oliver Wilcox and Cynthia Beebe, and was born at Ashland, Green County, N. Y., June 30th, 1837. Having been prepared for college at the Hedding Literary Institute, Ashland, N. Y., he entered the New York University with the class of 1860. Forced, however, to abandon his college work before graduation, owing to the death of his



FRANKLIN A. WILCOX.

father, later he began the study of law in the office of James N. Pronk, in Middletown, New York, and was duly admitted to the bar in 1859. Soon after he came to New York and obtained a place with the firm of Beebe, Dean & Donahue, which later became Beebe, Wilcox & Hobbs. In his specialty, Admiralty law, Mr. Wilcox has dealt with all degrees of cases from seamen's wages to Limited Liability and Admiralty Jurisdiction.

While in college, Mr. Wilcox joined the Phi chapter of the Zeta Psi Fraternity, and has always been a loyal and respected member in the fraternity circle in which he has also held office. He is at present a member of the Bar Association, the Down Town Association and the Manhattan Athletic Club. He is on the roll of the New York Geograph-

ical Society and the Metropolitan Museum of Art, and a trustee and supporter of or earnest worker in several charitable and scientific organizations.

Starting in life poor and without the aid and counsel of a father, Mr. Wilcox has clearly proved, by his marked financial and professional success, what native ability, integrity of purpose, grit and untiring zeal will do towards the attainment of that real success in life to which the weakest and the strongest of us aspire.

Among the many causes which he has pleaded in the courts of this State and the U. S., the most noted were: Ex parte McNeil, 13 Wall., 236; ex parte Easton, 95 W. P. R., 68; Mount vs. SS. "Benefactor," 103 W. P., 239; Phenix Bank vs. Ritley, 111 W. P., 125.

Scarcely beyond the prime of life, Mr. Wilcox has won the privilege to travel extensively in Europe, where he finds pleasure in studying and perfecting himself in the study of languages. ALFRED E. THAYER.

William Clitus Witter.

WILLIAM CLITUS WITTER.

WILLIAM CLITUS WITTER, son of Dr. William Witter, is a descendant of the Witter, Bingham, Bass and Waldo families, who were among the earliest English settlers in New England. Sixty individuals of these four families served in the Revolutionary Army at Bunker Hill, Saratoga, Germantown, or elsewhere. Through collateral lines, Mr. Witter holds descent from Thomas Dudley, second Governor Massachusetts Colony, from Samuel Adams, and from other less eminent puritan ancestry. He was born Nov. 13, 1842, in Willimantic, Conn. His mother, Emily Bingham Witter, died in 1847, and his father subsequently married Cynthia Barrows. Shortly after the death of Dr. Witter, in 1851, his widow married the village pastor, Rev. Samuel G. Willard, for many years one of the permanent trustees of Yale College, in whose cultured household the later boyhood of Mr. Witter was principally passed. In addition to enjoying the village school privileges, Mr. Willard required from the boy a daily home study of Latin and history, and stated recitations, perhaps somewhat too rigidly, for at twelve the youth persuaded his guardians to place him on the model farm of his

uncle, Thomas May, at Woodstock, Conn., where he agreed to stay a year. During this farm life of a year, having at one time been found reading Cornelius Nepos, while a herd of cattle which he was set to watch were breaking into a field of growing corn, it was thought that schooling would profit him more than farming. His academic studies were pursued at Woodstock, at Bacon Academy, Colchester, Conn., and at the Marion Collegiate Institute, at Marion, New York, where he was graduated at the head of his class, and ready for college at the age of fifteen. An injury caused a year's delay in entering college, which was spent in reading, and especially the histories of Bancroft, Prescott, Robertson, Alison, the works of Irving, Hawthorne and of other writers. Incited by a book of Amos Lawrence, entitled "The Merchant Prince," he essayed to become, like Amos Lawrence, a merchant prince, and to that end became a clerk in the wholesale dry goods house of G. & D. Taylor, at Providence, R. I. For seventy-five dollars a year, he "entered goods," for about two years, and learned little except business habits and "the virtues of work." He became, however, a subscriber to the Atheneum Library of Providence, and read widely in leisure hours, committing to memory on the way to "business" quite a body of good literature. Mr. Charles L. Thomas, a graduate of Yale, becoming a member of the above named firm, disclosed to young Witter the advantages of a college education, and he resolved to go to college. He had himself discovered his unfitness to become a merchant prince like Amos Lawrence.

Recommencing his studies, he entered Brown University in the fall of 1861, winning the first Wayland premium. He remained a student there two years, ranking first in the class of 1865, introducing baseball into the college athletics, being captain of the Brown University nine, and becoming a member of the Fraternity of Alpha Delta Phi. In 1862 he served for three months with a majority of his classmates as a Union soldier in Company K of the Tenth Rhode Island Regiment, returning in time to proceed with the studies of the Sophomore year.

In the summer of 1863 he again enlisted, and served six weeks in the Union army as non-commissioned officer. Returning from this service, he entered Yale College as Junior, and was graduated in 1865. Mr. Witters thinks that a student who thus changes from one college to another inevitably loses many of the most precious, intellectual and social benefits of a university education.

In the fall of 1865 he entered the Columbia College Law School, was a teacher a large part of each day for something more than a year, including the summer of 1866, was Vice-President of his division of the class of 1867, and with two or three others of the class presented himself, prior to graduation, for examination before the Supreme Court, and was successful in passing the Court examination, upon the knowledge acquired at the school. Mr. Evarts offered him a place in the office of Evarts, Southmayd & Choate, where he remained for two years. For ten years thereafter he was associated with George Gifford, Esq., in a

large and varied practice in the United States Courts in causes dealing with patents, copyrights and trade-marks. While with Mr. Gifford he was appointed by the Court a United States Examiner in Equity. Association with this great lawyer brought Mr. Witter into contact with such eminent lawyers as Hon. B. R. Curtis, Hon. E. W. Stoughton, Hon. William Whiting, Causten Browne, Esq., George Harding, Esq., Hon. John H. B. Latrobe, Hon. Benj. F. Thurston, Hon. E. R. Hoar, and Hon. Clarence A. Seward. In 1879 a partnership was formed with Mr. Causten Browne, under the name of Browne & Witter, afterwards Browne, Witter & Kenyon, and now Witter & Kenyon, attorneys and counsel of the highest reputation in patent litigation. Up to the present time Mr. Witter has been a Republican in politics, and a member of the Union League Club, Nineteenth Century, Colonial, Torrey Botanical and several other clubs of New York City. In 1880 he printed, for private circulation only, a small book intended as an aid to the acquisition of French as a spoken language. He is something of a French and German scholar, and has in the midst of an exacting business life continued to enlarge his acquaintance with the ancient classics and of the best English literature.

On October 30th, 1871, Mr. Witter married Florence Wellington, daughter of Frank Wellington, Esq., one of the early members of the New England Society of the City of New York. Although Mr. Witter's city residence, business and citizenship are in New York, his home and beautiful country seat "Bywood," built in part in 1778 by Hon. Timothy Chittenden, is at Lakeville, in the old mountain town of Salisbury, Conn.

In many respects his mode and habits of life are those of the ideal man of intellect and refinement. THOMAS WINSOR.

J. Newton Fiero.

A WELL-KNOWN representative of the legal profession in Albany is James Newton Fiero, of the law firm of Parker & Fiero. On the 23d of May, 1847, he was born at the attractive village of Saugerties on the Hudson, in Ulster County.

He is the son of the late Christopher Fiero, an active, patriotic citizen, who in 1853 organized the Twentieth Regiment, New York State Militia, which was known during the War of the Rebellion as the Eightieth New York State Volunteers, and under Col. George W. Pratt achieved a most honorable career at the front. Mr. Fiero was colonel of this old regiment from the time of its organization until his retirement from its command in 1858.

His paternal grandfather was Abraham Fiero, a noted physician in his day. His paternal grandmother was of Scottish descent. His maternal grandparents were of the old Holland stock—descendants of the Van Schaicks and Van Slykes. The name Fiero is probably of Spanish origin, from settlers in Holland at the time of the Spanish conquest,

We find the first record of the name in Ulster County attached to an old document during the early days of the American Revolution, protesting against the arbitrary action of the British government toward our struggling people for the maintenance of their rights as American citizens. This document would show that the Fieros were inspired by a lofty patriotism in the establishment of our national liberty.

James Newton Fiero, the subject of this sketch, after first attending the district school of his native place, became a pupil of the Delaware Academy at Delhi, then under the management of Prof. John L. Sawyer, a well-known educator and successful principal. Here young Fiero, being

J. NEWTON FIERO.

naturally fond of study, made rapid advancement in his rudimentary education. He subsequently became a student in the Cherry Valley Academy at Cherry Valley, where he completed a thorough preparation for college. For a brief period he was a member of Rutgers College, but in in January, 1865, entered the Sophomore class of Union College at Schenectady, from which institution he was graduated with honor in 1867.

On graduating, Mr. Fiero studied law with the Hon. William Murray, of Delhi, a distinguished Justice of the Supreme Court and a brother of Dr. David Murray, late Secretary of the Board of Regents of the Uni-

versity of the State of New York. In May, 1879, he was admitted to practice at the General Term of the Supreme Court held at Binghamton. After remaining in the office of his preceptor a few months he returned to his native village of Saugerties, and began a successful course of legal practice. Here he remained until the first of January, 1872, when he went to Kingston and formed a partnership with Reuben Bernard, a well-known and successful lawyer of that place. His practice at Kingston opened auspiciously and continued to increase with every passing year until January 1, 1891, when he removed to Albany and formed a new partnership with Gen. Amasa J. Parker, taking the place of the late Judge Amasa J. Parker in the firm, which is a strong and reliable one and richly merits the commendations already bestowed upon it by an intelligent public.

In 1887 Mr. Fiero published his first law book, treating of "Special Proceedings in the State of New York," and followed it in the next year by "Special Actions." These books are now standard works upon the subjects treated—Co-operation.

Mr. Fiero was made chairman of a committee to draft an act to facilitate the business of the courts of this State, and secure legislation requisite for that purpose, to afford temporary relief to the supreme court from the too great burdens of business.

Mr. Fiero has already won a wide and enviable reputation in his persistent efforts in the much needed law reforms in our courts of justice, greatly lessening the heavy burdens of the practitioners, simplifying the modes of procedure, and saving large expense to both lawyers and clients.

Almost immediately after his removal to Albany, in January, 1891, he was retained by Messrs. Knevals, Cox and Basselin, the forest commissioners of the State, as leading counsel in the investigation ordered by the assembly as to the management of the forests, and was engaged during the winter and spring in the examination of witnesses before the legislative committee having the matter in charge. The investigation resulted in the complete exoneration of the commissioners, and Mr. Fiero gained much credit for the conduct of the case on their behalf. He is now connected with the commission in the capacity of counsel in matters relating to the Catskills.

Recently Mr. Fiero has been appointed a member of the faculty of the Albany Law School, and will lecture upon Practice and Pleading, which is a specialty in the school, and to which special attention will be given.

In politics he has always been a pronounced and enthusiastic republican. He began stump speaking in the Grant and Seymour canvass in 1868, when he had just reached the age of twenty-one, and has been in every important campaign since. He was for many years a leading member of the Ulster county republican committee, and for a considerable period its chairman.

In 1870 he married Miss Jennie Sands McCall, of Delhi. They have a family of three children. He claims allegiance to but one New York Club, the University, of which he is a non-resident member.

Edward W. Sheldon.

EDWARD W. SHELDON was born in New Jersey, December 17th, 1858, and spent his early life in the classic surroundings of the town of Princeton. Having obtained his preliminary education there, he entered Princeton College in 1875, and was graduated in 1879, being associated with such men as Robert Bridges, of *Scribners Magazine*, and Harold Godwin, until lately editor of the New York *Commercial*, in the editorship of the magazine, and the hundred and twenty-five others who enjoyed the distinction of forming Princeton's largest graduating class.

EDWARD W. SHELDON.

While an undergraduate, he was a member of "Whig Hall;" an editor of the *Nassau Literary Magazine*, and was largely interested in athletics. His love for athletic pursuits has always been with him since, although without many opportunities for its gratification in the pressure of the serious business of life. He was formerly interested in yachting, and owner of the cutter "Madge," but of late, the increasing cares of his profession has compelled the abandonment of so time-taking an enjoyment.

After leaving college, Mr. Sheldon settled in New York, and began the study of law at the Columbia College Law School. Graduating in May, 1881, he was admitted to the bar in June, and began his professional life in the office of the late William A. W. Stewart, Princeton, '71. In 1883 he became a member of the firm of Stewart and Boardman, which was succeeded in 1886 by the firm of Stewart and Sheldon. While en-

gaged in general practice, the law of trusts, railways, banking and mercantile subjects has formed the larger part of his business. Among his prominent clients is the United States Trust Company. He participated in the business of foreclosing the mortgage on the New York, West Shore and Buffalo Railroad, and in various phases of the Wabash, St. Louis and Pacific reorganization.

Mr. Sheldon is unmarried, a member of the University, Racquet, Grolier, Aldine, Lawyers' and Down Town Clubs. His favorite amusement is the collecting of books, and old and scarce editions.

Frederick William Holls.

IN proportion to its numbers, the German American element in the population of this country has contributed comparatively few names to the list of distinguished American lawyers, orators or statesmen, and this fact gives all the more emphasis and significance to the careers of those Americans of German ancestry who have fairly won position, power and influence upon their own merits, amid keen competition and in the face of great obstacles. Such a man is the subject of this sketch.

Frederick William Holls is a member of a German family which counts upon its roll through several generations men distinguished as

theologians, as scholars and as soldiers. His father, the late Rev. Dr. George Charles Holls (born in Darmstadt, Germany, Feb. 26, 1824, died at Mt. Vernon, N. Y., Aug. 12, 1886) came to this country in 1851, and rapidly attained eminence as a Lutheran clergyman, educator and philanthropist. He was especially active in the founding of charitable institutions of various kinds, particularly orphans' homes, hospitals and emigrant missions. An eloquent preacher and a forcible writer, Dr. Holls was largely instrumental in giving to the Lutheran Church of this country the practical, eleemosynary bent for which it is so distinguished. His only son, Frederick William, was born at Zelienople, Pennsylvania, July 1, 1857. Mr. Holls' early education was under the careful supervision of his father, and included a thorough study of both German and English at the same time, with the result that up to this day Mr. Holls speaks both languages with equal ease and facility. He was prepared for college at the Columbia Grammar School, and graduated at Columbia College in 1878. While at college he founded the *Columbia Spectator*, now the chief college journal of Columbia, and was its editor-in-chief during his Senior year. He entered Columbia Law School immediately upon graduation from the college, and took the degree of LL. B. *cum laude* in 1880.

In 1883, Mr. Holls was nominated by the Republican party of the Twelfth Senatorial District, comprising the counties of Westchester and Rockland, for the office of State Senator. Undaunted by an overwhelming adverse majority, Mr. Holls entered upon the campaign, which was made notable and memorable by his vigor and sagacity, and the Democratic majority of 3,000 was cut down to less than six hundred. This was the only occasion upon which Mr. Holls has been a candidate for office, although numerous nominations as well as appointments have been offered to him. His advice has often been sought by party leaders, and he has impressed his ideas quietly but effectively upon important legislation of the State. As a political orator in both the German and English languages he has taken high rank, and his activity in this field has made him well known throughout the country.

In 1887, Mr. Holls was chosen a Director of the German Society of the City of New York, the oldest, wealthiest, and most influential German organization in the country. He has been counsel for this society for a number of years, and has conducted numerous cases and proceedings, involving difficult questions of private international law, with ability and a high degree of success. He is to-day one of the three or four most prominent German lawyers in the City of New York, and Vice-President of the German Legal Aid Society. He was one of the founders and is at present Vice-President of the German-American Historical Society. Mr. Holls has also acted for some years as a Director of the Music Hall Company, of New York, limited, and of the Symphony Society, as well as of various other important organizations.

In 1880, Mr. Holls' letters on the subject of Civil Service Reform, in the *Nation*, led to the formation of the Civil Service Reform Association,

of which he has continued an active and energetic member ever since. His German lecture upon the life and works of Francis Lieber, was published in 1885, and has been republished abroad, as well as translated into Italian. He has traveled extensively in this country and in Europe, and in 1888 he published "Sancta Sophia and Troitza, a Tourist's Notes on the Oriental Church," a little volume of travel in Turkey and Russia, which has been very favorably received. In 1891, Mr. Holls lectured before various colleges and societies on the subject of Compulsory Voting, and he has drafted a bill upon the subject, which has been introduced into seven State Legislatures, thus opening the discussion upon this novel and important topic.

In 1889 he married Miss Carrie M. Sayles, eldest daughter of Hon. Frederic Clark Sayles, of Pawtucket, R. I. His home is the charming country-seat, "Fairview," at Yonkers, N. Y.

Professor William Cleveland Thayer.

IN the year 1854 the subject of the present sketch, Prof. William Cleveland Thayer, was born on Brooklyn Heights, N. Y. His family soon removed to Yonkers on the Hudson, where his brother at present holds the office of City Judge, and in the course of time Mr. Thayer prepared for college at the excellent schools which were then and are now a feature of that city, and entered Columbia College in the Autumn of 1872. He was graduated with the famous class of '76, and soon afterward was offered a Professorship in Beirut College, Syria. Although he did not accept the position, it is interesting to notice that even at this early date he was known as a man who was fitted for the responsibilities connected with the training of young men. While the majority of Columbia's graduates go at once into business or professional life, a few, of whom Mr. Thayer is a remarkable example, are content to give up the prizes of life and turn aside to more strictly scholastic pursuits, and in his chosen field Mr. Thayer has won an enviable name for himself.

After two years of private tutoring, he went abroad and studied Philology and Philosophy in the Universities of Germany, notably at Göttingen, famous for its advantages in these departments and for the men who have adorned them, and also at Heidelberg and Bonn.

Returning to this country, Mr. Thayer submitted an original work on Terence and was appointed to a Scholarship at Johns Hopkins University.

He next accepted the position of Professor of Mathematics and Acting Professor of Chemistry at Hobart College and held it for a year with honor and credit to himself, and then returning to Johns Hopkins as a Fellow by Courtesy, which position he again occupied four years

later in 1888. In 1884 he received the degree of A.M. from Williams College.

From 1884 to 1887 he was the Principal of Duval High School at Jacksonville, Fla., the President of the Thursday Club in the same city, and earned the respect and affection of all those with whom he came in contact.

From 1888 to 1891 Mr. Thayer has been an Instructor in Modern Languages in Baltimore.

PROF. WILLIAM C. THAYER.

While a man of the broadest culture, Mr. Thayer's attention has been given chiefly to Linguistics, and of late has largely specialized his private work on Latin and the Roman Languages.

Mr. Thayer has latey been mentioned for the vacant Presidency of Hamilton College, and by his unusual opportunities for study, his long and varied experience as an instructor, his versatility and wide culture, his clear policy as to the proper development of our educational interests as a people, and his great business ability, is peculiarly well fitted to adorn such a position.

Peripatetic.

The pleasing intelligence reaches me that a committee of the Columbia trustees has been appointed as a site committee to consider and report upon the advisability of "removing the University or any department thereof to a new site" in the city or suburbs. The committee I understand, was appointed in May last and consists of Messrs. Dix, Schermerhorn, Vanderbilt, Low and Rives.

This action will bring joy to the hearts of many a loyal Columbia man who sees in it the dream of his youth, the hope of his graduate life and the dearest to his heart of any subject connected with his alma mater. The inevitable result of such a change as would give to Columbia the dormitory system, with all the advantages and attractions connected therewith, and which would place her students on the same footing as those of all the other leading Universities, would be a very great increase in the enthusiasm of the alumni and a vast increase in attendance in the suburban departments.

That such a step would necessitate many new men in the faculty is certain. Such professors as now lecture in more than one department would either have to delegate the work in their own to assistants and go with the Suburban College or new men be needed to fill the new lecture rooms. The number of such is not so great as to allow this consideration to prevent the contemplated step. The two questions of greatest moment, and which will probably decide the matter are these: will the location of any one or more departments in the suburbs add largely to the attendance? Can the College afford to add perhaps 50 per cent. to her faculty force?

In the former case, Columbia's power for good, will be vastly increased and her graduate or university schools be fed by graduates from her own halls, thereby doubly linked in loyalty to her.

Such questions as the location or division of her library are trifling obstacles; if it seems desirable to make the move, the solution of that might readily prove to be its transfer intact to the suburban College as many and larger ones are easily accessible in the city to those departments remaining behind on the present sites.

That the College would be spared the expense of erecting her own buildings in the future, if she moved is beyond dispute.

That she will move her law and medical schools for a long time yet seems to me entirely unlikely. I shall have more to say on the subject in November, meanwhile the UNIVERSITY MAGAZINE offers *twenty-five dollars* to the person sending for publication in its pages the best and most exhaustive presentation of either or both sides of the question.

The scene which occurred in the chapel of Syracuse University recently is, I am sorry to say, only an exaggerated instance of what takes place constantly in our colleges.

It is disgraceful that men who attend college, presumably for the

purpose of improving the mind, should inaugurate their year of study by actions arguing not only a lapse into barbarism, but a total forgetfulness of the simplest principles of behavior. It is unfortunate that the Chancellor of Syracuse University did not follow the excellent example of Lafayette's President in relegating to their homes such men as obviously have never learned to behave themselves abroad.

Harvard has adopted a most excellent scheme of providing a descriptive pamphlet of all the rooms to let for college students in Cambridge. This saves a vast deal of trouble and vexation to new students. A committee from the University have made a regular house-to-house enquiry and examination of every room, and are thus enabled to give explicit and valuable information in the pamphlet.

The sketch of "Cairo in 1890" and the account of the "Art Students' League of New York" are leading features of the October number of *Harper's Magazine*, but a passing word is in place to remark upon the exquisite charm and grace of Hildegarde Hawthorne's one-page "Legend of Sonora." If originality and refinement of conception and treatment indicate genius, we may well believe that heredity is exemplified in the Hawthorne family.

Steps are at present being taken to add $100,000 to the present endowment of Bucknell University, Lewisburg, Pa., which amounts to $350,000. Thus far $42,000 have been pledged. John D. Rockefeller, through the National Education Society, gives $10,000 provided the remaining $90,000 are raised by regular subscription. The university has five departments, all of which are filled; hence, the need of more endowment. The corporation owns 30 acres of ground and has ten well-equipped buildings, but needs additional funds to maintain same, and meet demand of a largely increased attendance.

In his "Principles of Psychology" Prof. Wm. James says this very encouraging thing to educated men inclined to believe that their education is a drawback in business; "Let no youth have any anxiety about the upshot of his education, whatever the line of it may be. If he keeps faithfully busy each hour of the working day, he may safely leave the final result to itself. He can with perfect certainty count on waking up some fine morning to find himself one of the competent ones of his generation in whatever pursuit he may have singled out. Silently between all the details of his business the *power of judging* in all that class of matter will have built itself up within him as a possession never to pass away. Young people should know this truth in advance. The ignorance of it has probably engendered more discouragement and faint heartedness than all other causes put together."

It may be as Mr. Carnegie claims, that a college education unfits a man for a successful business career, but the number of applicants for admission to our leading colle-

ges, so enormously in excess of last year, goes far to prove either that the majority of the people do not think so or else an unusually large number of men are leaning towards a professional career.

The sizes of the entering classes will show this. The latest returns to us show the following admissions: Harvard—450, as against 360 last year. Yale—270 Classical, 228 Scientific. Princeton—280. Columbia—90 Classical, 110 Scientific. Pennsylvania—140 Classical. Lehigh—(Free) 182. Williams—114 (Sic.) Amherst—93, a gain of 20. Rutgers—87. Union—75. Hamilton—36. Cornell—450.

Nothing has pleased me so much for a long time as to note that Union has gained 50 per cent. The honorable old college seems to be regaining her former prestige at a rapid rate, and I fancy the new class must be a source of great gratification to Dr. Webster and Mr. Alexander of New York, the youngest trustee, who has done so much for Union interests in the last year and who has built up the largest alumni Club in this city. Union has a remarkable list of distinguished men among her Alumni.

President Andrews of Brown is one of those clear headed thinkers and ready executive officers of which an institution may justly be proud. Instead of allowing "Hope" the oldest of Brown's buildings to be torn down or rebuilt, he has had some respect for old associations and it has now been put in complete repair and handsomely painted so as to be among the best there.

Papa (up stairs)—Maud, is that old man gone yet?

Maude—Whom do you mean?

Papa—Seaver Hall.

S. H.—I'm not an old man.

Papa—You weren't when you arrived, I know—but time flies, Mr. Hall, time flies.—(*N. Y. Sun.*)

Nothing of this kind is likely to happen in future at Wesleyan, where the faculty now compel the young gentleman student wishing to call upon a young lady, as formerly, in the Woman's Department, to provide himself with the following card:

Signature of caller.....
Residence.....
Evening desired.....
Hour.....

Gentlemen are requested to bear in mind the following facts:

1. The ladies do not receive later than 10 o'clock.
2. The ladies desire caller to conform to this card.

Not transferable.

Name of lady.....

The faculty can ascertain whether he is calling too frequently, and they can also prevent a young woman's having too many callers in an evening.

A man hereafter can obtain only one card a week. Each woman may receive not exceeding three evenings in a week, and the faculty, it is understood, will favor a different caller for each evening rather than permit a fair student's best young man to monopolize her.

Ground has been broken for the $50,000 library which Mr. Frederick F. Thompson of N. Y. has so generously given to Vassar. It promises to be a beautiful addition to the college grounds. Mr. Thompson's presentation of three laboratories to Williams, to cost $100,000 each, is the most magnificent of all the gifts to that college and one of

the most generous of all the recent remarkable donations to educational institutions.

The proportion of college graduates on the State tickets for this year is larger than many might be led to expect.

J. Sloat Fassett, Republican candidate for Governor, is a graduate of Rochester University, 1875; Eugene T. O'Connor, candidate for Secretary of State, is a graduate of St. Francis Xavier's College, this city, and Verplanck Colvin, nominee for State Engineer and Surveyor, took his degree as civil engineer from Albany Academy.

Wm. F. Sheehan, Democratic candidate for Lieutenant-Governor, was educated at St. Joseph's College, in Buffalo; Frank Rice, the nominee for State, is an alumnus of Hamilton College, 1868, and Martin Schenck, nominee for State Engineer and Surveyor, received his engineer's degree from Union in 1869.

Our esteemed contemporary, *Short Stories*, keeps up its standard of excellence. The editor shows great taste in the choice of his material, in all veins.

The October number contains only 15 selections, owing to the occupation of 48 pages by one story, which we think a mistake. The selections are remarkably good. Joaquin Miller's, "How we Hung Red Shed," is a pathetic tale of rough heroism that brings to mind Jim Bledsoe's "cussedness," but when we turn to "A Memory," we feel the relief of a contrast between true and false sentiment.

The following very significant tablet has been placed in the vestibule of the new library building at Cornell. It needs no comment:

> The good she tried to do shall stand as if 'twere done.
> God finishes the work by noble hands begun.
> In loving memory of
> JENNIE McGRAW FISKE,
> whose purpose to found a great library for Cornell University has not been defeated; this house is built and endowed by her friend,
> HENRY W. SAGE.
> 1891.

Leland Stanford, Jr., University at Palo Alto, Cal., "opens her doors with an endowment of $20,000,000 and 1100 applications, 280 Freshmen, 30 Sophomores, 25 Juniors, 25 Seniors, 30 Post Graduates and 50 Specials—440 in all, including 95 young women. There is dormitory room for only 350 in the University."

That this is remarkable is to put it mildly. Imagine the inducements that must have been held out to applicants; *e. g.*, easy entrance examinations, or no examination at all. There must be "an African in the landmark" somewhere. I will presently develope it, I fancy. The most charming idea of the whole arrangement is that "every study in every class is elective," provided the student occupies at least fifteen hours per week. I fancy if Senator Sanford will allow our friend Presiden Jordan to have something more to say in the matter and confine his own efforts to the financial management, it will be better for the college.

The wiseacres who contribute occasional editorial notes to the daily press, seem to delight in such assertions as the following: "The

Delsarte fad is without exception the most senseless that ever struck New York." While by no means perfectly acquainted with the system, one can certainly pronounce this a most "senseless" and unreasonable comment. Because a thing is a "fad" is no reason to pronounce it a senseless fad. There is occasionally a sensible fad and one in which sensible people may find pleasure and profit.

The Delsarte system so far as an outsider may judge of it has the effect of producing as perfect grace and ease of carriage in its votaries as one could wish to see. The exercises having for their aim the straightening of the shoulders, the correction of the walk, and the movement of the limbs, seem each to be founded upon scientific principles and to be the result of careful observation and considerable acquaintance with the normal action of the parts. Persons who insist that no such exercise is necessary, since one does not need to be told how to use his muscles, &c., merely reveal their own stupidity, and extending their comment very slightly become the advocates of stalwart ignorance.

Friends of general culture may well rejoice to see a "fad," which can produce grace and elegance where sense may be wanting. For it is as truly a science which gives grace of physical expression, as which enables one to write or speak with natural and simple styles.

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A FAMILIAR SCENE AT FOOTBALL.

CONTENTS.

PAGE.

Cligès 1021
Professor Wm. C. Thayer.—C., '76.

Relation of Physical Culture to Education 1030
Luther Gulick, M. D.

The Cornell Crews of '91. (Illustration.) 1031

Evening. (Poem.) 1035
W. A. Jaycox.—D., '87.

Princeton Sketches, II. 1036
Geo. R. Wallace, A. B.—P., '91.

Spirit of the Chimes. (Poem.) 1042
E. M. Burns.—Corn., '92,

True Scope of College Discipline 1043
Professor Jacob Cooper, D. D.—of Rutgers.

President Warfield, of Lafayette. (Illustration.) .. 1049

New Home of *Α. Δ. Φ.*, at Amherst. (Illus.) 1050

Sigma Phi's Gift to Alpha Delta Phi 1050
J. B. Hague, D. D.—Ham., '32.

Relation of Jurisprudence to Common Affairs of Life 1054
Prof. Austin Abbott, LL. D.—of the N. Y. U.

Columbia 1060
Ruford Franklin, A. M., LL. B.—Col., '86.

A Pompeian Home 1066
James E. Homans, A. B.—Harvard, '89.

PAGE.

The New England Primer 1072
Hon. George G. Munger.—W., '45.

University Biographies:

Hon. Frederick Billings 1077
Hon. William M. Evarts 1080
Gen. Frederick Elsworth Mather 1081
George G. Dewitt 1085
John W. Weed 1087
Abner W. Colgate 1088
Charles L. Buckingham 1090
Hon. Horatio N. Twombley 1092
Hon. Francis L. Wellman 1094
William Allen Butler, Jr. 1096
Hon. William C. Whitney 1099
William B. Hornblower 1100
Thomas Fenner Wentworth 1101
Lieut. S. Dana Greene 1103
Hon. E. Ellery Anderson 1105
William B. Rankine 1106

Mediæval and Modern Universities 1107
Florence Halliday, A. B.—Vassar, '91.

A Coward. (Undergraduate Story.) 1109
R. M. Lovett.—H., '92.

Book Reviews 1113
The Football Games 1118
Undergraduate Witticisms 1119
College News 1120

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Lyon G. Tyler, M. A., Pres.

1696—King William's School.—1784, St. John's College, Annapolis, Md.
Thomas Fell, LL.D., Ph. D., F. S. S., Pres.

701—Yale University, New Haven, Conn.
Rev. Timothy Dwight, D. D., LL. D., Pres.

1746—College of New Jersey, Princeton, N. J.
Rev. Francis L. Patton, D. D., LL. D., Pres.

1753—University of Pennsylvania, Philadelphia, Pa.
William Pepper, M. D., LL. D., Provost.

1754—King's College; Columbia College, New York.
Seth Low, LL. D., Pres.

1764—Brown University, Providence, R. I.
Rev. E. B. Andrews, D. D., LL. D., Pres.

1766—Queen's College; Rutgers College, New Brunswick, N. J.—Austin Scott, Ph.D., LL.D., Pres.

1769—Dartmouth College, Hanover, N. H.
Rev. Samuel C. Bartlett, D. D., LL. D., Pres.

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Gen. George W. Custis Lee, LL. D., Pres.

1783—Hampden-Sidney College, Hampden-Sidney, Va.
Rev. Richard McIlwaine, D. D., Pres.

1783—Dickinson College, Carlisle, Pa.
Rev. George E. Reed, D. D., Pres.

1785—College of Charleston, Charleston, S. C.
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Franklin Carter, Ph. D., LL. D., Pres.

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Pres.

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1867—Howard University, Washington, D. C.
Rev. J. E. Rankin, D. D., LL. D., Pres.

1867—Johns Hopkins University, Baltimore, Md.
Daniel C. Gilman, LL. D., Pres.

1867—Atlanta University, Atlanta, Ga.
Rev. Horace Bumstead, D. D., Pres.

1868—University of California, Berkeley, Cal.
Pres. Vacant.

1868—University of Illinois, Champaign, Ill.
Selim H. Peabody, Ph. D., LL. D., Regent.

1868—University of Wooster, Wooster, O.
Rev. Sylvester F. Scovel, Pres.

1868—Wells College, Aurora, N. Y.
Rev. Edward S. Frisbee, D. D., Pres.

1868—Western Maryland College, Westminster, Md.
Rev. T. H. Lewis, D. D., Pres.

1868—Worcester Polytechnic Institute, Worcester, Mass.
Homer T. Fuller, Pres.

1869—Boston University, Boston, Mass.
Rev. William F. Warren, S. T. D., LL. D., Pres.

1869—University of Nebraska, Lincoln, Neb.
Charles E. Bessey, Ph. D., Acting Chancellor.

1869—West Virginia College, Flemington, W. Va.
Rev. Thomas E. Peden, Pres.

1869—Ursinus College, Collegeville P. O., Montg'y Co., Pa.
Rev. J. I. Good, D. D., Pres.

1870—Wellesley College, Wellesley, Mass.
Helen A. Shafer, M. A., Pres.

1870—Buchtel College, Akron, O.
Rev. O. Cone, D. D., Pres.

1870—University of Cincinnati, Cincinnati, O.
Hon. Jacob D. Cox, LL. D., Pres.

1870—Ohio State University, Columbus, O.
W. H. Scott, LL. D., Pres.

1870—Carthage College, Carthage, Ill.
Rev. Holmes Dysinger, A. M., Pres.

1870—Syracuse University, Syracuse, N. Y.
Rev. Charles N. Sims, D. D., LL. D., Chancellor.

1870—Trinity University, Tehuacana, Tex.
Rev. J. L. Dickens, Ph. D., Pres.

1871—Stevens Inst. of Technology, Hoboken, N. J.
Henry Morton, Ph. D., LL. D., Pres.

1871—Smith College, Northampton, Mass.
Rev. L. Clark Seelye, D. D., Pres.

1871—Geneva College, Beaver Falls, Pa.
Rev. Wm. P. Johnston, A. M., Pres.

1872—Vanderbilt University, Nashville, Tenn.
Landon Cabell Garland, A. M., LL. D., Chancellor.

1872—Doane College, Crete, Neb.
Rev. David B. Perry, A. M., Pres.

1872—Arkansas College, Batesville, Ark.
Rev. I. J. Long, D. D., Pres.

1873—Drury College, Springfield, Mo.
Rev. Francis T. Ingalls, D. D., Pres.

1873—Penn College, Oskaloosa, Iowa.
Benjamin Trueblood, M. A., LL. D., Pres.

1873—Central University, Richmond, Ky.
Rev. L. H. Blanton, D. D., Chancellor.

1874—Pierce Christian College, College City, Cal.
James C. Keith, A. B., Pres.

1874—Ewing College, Ill.
Rev. John Washburn, D. D., Pres.

1874—Colorado College, Colorado Springs, Col.
Rev. William F. Slocum, Jr., A. M., Pres.

1874—Battle Creek College, Battle Creek, Mich.
William W. Prescott, A. M., Pres.

1874—Purdue University, Lafayette, Ind.

1875—Shaw University, Raleigh, N. C.
Rev. H. M. Tupper, D. D., Pres.

1875—South Western Presbyterian University, Clarksville, Tenn.
Rev. Chas. C. Hersman, D. D., LL. D., Chancellor.

1875—Parsons College, Fairfield, Iowa.
Rev. Ambrose C. Smith, D. D., Pres.

1875—Hedding College, Abingdon, Ill.
Rev. J. R. Jacques, D. D., Ph. D., Pres

1857—Wilmington College, Wilmington, O
James B. Unthank, M. Sc., Pres.

1876—Grand River College, Edinburg, Mo.
Rev. J. T. Williams D. D., Pres.

1877—Adger College, Walhalla, S. C.
De C. Kemper, M. A., Pres.

1877—Clark University, Atlanta, Ga.
Rev. E. O. Thayer, A. M., Pres.

1877—Biddle University, Charlotte, N. C.
Rev. W. F. Johnson, D. D., Pres.

1877—Ogden College, Bowling Green, Ky.
William Obencham, A. M., Pres.

1877—State University of Colorado, Boulder, Col.
Horace M. Hale, A. M., LL. D., Pres.

1878—Ashland University, Ashland, O.
J. M. Tombaugh, A. M., Pres.

1879—Southwest Baptist College, Bolivar, Mo.
Julius M. Leavitt, A. M., Ph. D., Pres.

1880—University of Denver.
Rev. Wm. F. McDowell, S. T. B., Ph. D., Chan.

1880—Case School of Applied Science, Cleveland, O.
Cady Staley, Ph. D., LL. D., Pres.

1880—University of Southern California, Los Angeles, Cal.
Rev. M. M. Bovard, D. D., Pres.

1880—Southern University, New Orleans.
Rev. George W. Bothwell, D. D., Pres.

1881—Drake University, Des Moines, Iowa.
Rev. George T. Carpenter, A. M., Chancellor.

1881—University of New Mexico, Santa Fe, N. M.
Rev. Horatio O. Ladd, A. M., Pres.

1881—University of Texas, Austin, Tex.
Leslie Waggener, LL. D., Pres.

1882—Roger Williams University, Nashville, Tenn.
Rev. Alfred Owen, D. D., Pres.

1883—San Joaquin Valley College, Woodbridge, Cal.
Darius A. Mobley, D. D., Pres.

1883—University of North Dakota, Grand Forks, Dak.
Homer B. Sprague, Ph. D., Pres.

1883—Little Rock University, Little Rock, Ark.
Rev. Alfred Noon, A. M., Pres.

1883—Pierre University, East Pierre, Dak.
Rev. Wm. M. Blackburn, A. M., D. D., Pres.

1883—Philander Smith College, Little Rock, Ark.
Thomas Mason, A. M., Pres.

1883—Nebraska Wesleyan University, York, Neb.
Rev. C. F. Creighton, D. D., Chancellor.

1883—University of South Dakota, Vermillion, S. Dak.
Howard B. Grose, A. M., Pres.

1884—Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

1884—College of Montana, Deer Lodge, Mont.
Rev. J. D. McMillan, D. D., Pres.

1884—Tulane University, New Orleans, La.
William Preston Johnson, LL. D., Pres.

1885—Nebraska Central College, Central City, Neb.
Rev. Horace, A. Crane, A. M., Pres.

1885—Kansas Wesleyan University, Salina, Kan.
Aaron Schuyler, A. M., LL. D., Pres.

1885—Rollins College, Winter Park, Fla.
Rev. E. P. Hooker, A. M., D. D., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1890—Keuka College, Penn Yan, N. Y.
Rev. Geo. H. Ball, Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

1890—Clark University, Worcester, Mass
G. Stanley Hall, Ph. D., LL. D., Pres.

1891—Leland Stanford Jr. University, Palo Alto, Cal.
David S. Jordon, M. D., Ph. D., LL. D., Pres.

Harvard University,

Cambridge, Mass.

ADMISSION TO ADVANCED STANDING.

A candidate may be admitted to the Sophomore, Junior, or Senior Class, if he appear on examination to be well versed in the following studies :—

1. In the studies required for admission to the Freshman Class.

2. In all the prescribed studies already pursued by the class for which he is offered ; and in as many elective studies as he would have pursued if he had entered at the beginning of the course.

A candidate may be admitted in spite of deficiencies in some of these studies ; but no candidate so admitted will be recommended for the degree until he has made good such deficiencies to the satisfaction of the Faculty.

Candidates may be examined on the studies required for admission to the Freshman Class, on the *prescribed* studies of the Freshman year, and on such elective studies as are identical with the Advanced Studies of the examination for admission, at the time of either of the regular examinations for admission, or they may divide the examination and take part in June and part in September, but a candidate who fails on any subject in June will not be examined again in that subject in September.

II. WITHOUT COMPLETE EXAMINATION. Graduates of other colleges, and students from the higher classes of other colleges, are admitted without examination, on presenting testimonials of scholarship and character and satisfactory evidence of work well performed in the institutions previously attended. Such graduates, or students, are assigned to that class for which their previous training seems to qualify them. Every case is decided on its own merits ; but students from other colleges are not admitted *ad eundem* without examination.

Applications will be acted upon promptly, at any season of the year. Every person desiring to enter under this provision must present a complete statement of the work on which he bases his application ; and should state his age, the name of the school or schools at which he received his preparatory training, the length of time he was in attendance, and the studies he pursued, the date of beginning each of the leading studies, the amount of time devoted to each, and the point of advancement reached therein before entering college. In every case in which the printed announcement is indefinite (as, for example, when Horace is named as one of the authors studied, without specifying the precise portions read ; or when Botany is mentioned as a study, without specification of the extent and character of the work), he must supply the more definite facts. Also whenever the course actually pursued differed in any respect from the printed announcement, the applicant must supply the correction necessary to make the statement exact

Much importance is attached to the quality of the work offered in these cases. Each applicant is therefore expected to furnish official statements showing the rank or grade attained by him in his various studies, together with letters, or other evidence, showing the opinion his instructors have formed regarding his character as a student.

Candidates from other colleges may be admitted to the higher classes of Harvard College notwithstanding deficiencies in some studies, on condition of making up these deficiencies before receiving the degree. Deficiencies in one direction may, however, be offset by unusual attainments in some other. For example, courses of study in professional schools may sometimes be counted in lieu of elementary deficiencies.

Persons admitted to advanced standing are entitled to compete for scholarships, and to obtain beneficiary aid, on an equal footing with other students.

Blank forms for application for admission to advanced standing may be obtained from the Secretary of the University, No. 5 University Hall, Cambridge.

PECUNIARY AIDS, 1891.

Graduate School.	Fellowships.....	$12,200
" "	Scholarships	7,750
" "	Prizes.....	1,225*
Harvard College.	Scholarships	21 495
" "	Beneficiary Funds	17,600
" "	Loan Funds	3,248
" "	Prizes.....	1,055
Lawrence Scientific School	Scholarships....	1,800
Divinity School.	Scholarships....	1,385
" "	Beneficiary Funds,	685
Divinity School,	Hopkins Fund....	2,100
" "	Williams Fund....	4,000
" "	Williams Fellowships	1,000
Law School.	Scholarships	1,500
" "	Prizes.	100
" "	Foster Fund	150†
Medical School.	Scholarships.....	1,500
" "	Foster Fund.....	[150]†
" "	Prizes.....	375
		$79,108

* Many prizes open to graduate students are also open to students in other departments.

† The income of the Foster Fund is available in the Law and Medical Schools in alternate years.

FRANK BOLLES, LL. B., *Secretary.*

CHAS. W. ELIOT, LL. D., *President.*

Yale University,

New Haven, Conn.

COURSES OF GRADUATE INSTRUCTION: Graduates of this and other Colleges and Universities and (in exceptional cases, by special provision), other persons of liberal education, who are not less than eighteen years old, are received as students in these courses, with or without reference to the obtainment of a degree.

THE DEGREE OF DOCTOR OF PHILOSOPHY is conferred upon those who, after having taken a Bachelor's degree (implying a course of undergraduate study equivalent to that pursued in the Academical Department), and having studied in this Department not less than two years, shall have passed a satisfactory final examination and presented a thesis giving evidence of high attainment in the branches of knowlege pursued. The degree is not given, upon examination, to those whose studies are pursued elsewhere. The requirements for a degree in many cases exact of the student more than two years of labor; especially when the course of undergraduate study has been less than four years.

THE DEGREE OF MASTER OF ARTS is conferred on Bachelors of Arts of Yale College or of other Colleges, of two years' standing or upwards, who have given to the Faculty of the Academical Department evidence of having made satisfactory progress in liberal studies after receiving their first degree. Such evidence may be furnished by one year's systematic study (not professional) in New Haven, under the direction of the Academical Faculty, followed by an examination. Graduates of other colleges can obtain the degree only by residence as thus described.

THE DEGREES OF CIVIL ENGINEER AND MECHANICAL (or DYNAMICAL) ENGINEER are conferred on Bachelors of Philosophy who have taken the first degree in Engineering study, and who pursue a higher course under the direction of the Governing Board of the Sheffield Scientific School, for at least two years, sustaining a final examination, and giving evidence of their ability to design important construction and to make the requisite drawings and calculations.

THE DIVINITY SCHOOL.—The annual term of study, commencing on Thursday, September 24, 1891, will continue until the third Wednesday in May, 1892, when the Anniversary and the Annual Meeting of the Alumni will be held. The School is open, on equal terms, to students of every Christian denomination. Blank forms of application may be obtained by addressing the Dean of the Faculty, Professor George E. Day, or any of the other Professors. The conditions of admissions are membership in some evangelical Church, or other satisfactory evidence of Christian character, and a liberal education at some College or University, or in exceptional cases, an equivalent preparation for theological studies.

YALE LAW SCHOOL.—The undergraduate course is mainly devoted to the practical side of legal education, but also gives some introduction to the general ideas and sources of jurisprudence. In the graduate course, the studies are so arranged that those of the first year have no necessary connection with those of the next, and can therefore be profitably pursued by themselves when the student has no time to devote to a more extended education. The first year is mainly occupied with further instruction in practical topics begun in the undergraduate course, such as Corporations, Railroad Law, Patents, Code Pleading, and Practice in the United States Coutrs. The second year is mainly devoted to studies of a more scientific and philosophical character, such as General and Comparative Jurisprudence, Legislation and Government, Roman Law, the French Codes, and Private International Law. It is believed that the studies of the undergraduate course, and those of the first year of the graduate course cover all the topics which it is desirable for the ordinary law student to examine before admission to the Bar; and the fourth year (in which the degree of Doctor of Civil Law is awarded) is recommended only to those who desire to fit themselves to be something more than practicing lawyers.

The whole number of volumes in the several libraries of the University is over 200,000.

F. B. DEXTER, A.M., Sec. TIMOTHY DWIGHT, D.D., LL.D., Pres.

The University of the City of New York

comprises faculties of Arts and Science, of Medicine and of Law, the professors of each being elected by the University Council, which is the corporation. The University agrees with the Union Theological Seminary to confer, on certain conditions, the degrees of B. D. and D. D. upon the graduates of the latter and to give its students special privileges.

I.—THE FACULTY OF ARTS AND SCIENCE has under its charge three distinct lines of work.

1st. *The undergraduate work or University College.* The student may enter either the Classical or Scientific course, which alike are intended to give a liberal education, the latter offering more of Modern Languages and Natural Sciences than the former. For details concerning entrance examinations, and other information, and for catalogues, address Secretary D. W. Hering, care of the University.

2d. *The Graduate Division or Graduate Seminaries.* Graduates of any college of approved standing may become candidates for the Doctorate of Philosophy. Three major courses, in one group or seminary, must be taken for the doctorate. Two minor courses, in the same, or in another group, must be taken in addition. Beside these four courses, a thesis is required. For a Master's degree, only two courses are required. The three groups or seminaries are: (a) Language and Literature, (b) Mathematics and Natural Science, (c) Philosophy and History. For details of courses and other information address Register of the Graduate Division.

3d. Professional schools under the Faculty of Arts and Science.

(a) *The School of Engineering* enrolls students who have completed the Freshman year in the Scientific Course, and offers them a four years' course for the degree of C. E., the fourth year being Post-collegiate. For full information, address Prof. Brush, care of the University.

(b) *The School of Pedagogy.* For admission to the School of Pedagogy a student must be a graduate of a college of arts and science, or of a New York Normal School, or must present testimonials of general scholarship and culture equal to that received by graduates of the New York Normal Schools. Students are enrolled in Senior and Junior Divisions. The members of the Senior division, after completing the course of study and seven years of successful teaching, will be graduated with the degree of Doctor of Pedagogy. The members of the Junior Division, after completing the course and three years of successful experience, will be graduated with the degree of Master of Pedagogy. This is the first instance in the history of Education in which a University has promised special degrees to teachers who should master a full course of study in Pedagogy.

II. THE FACULTY OF MEDICINE.—The University Medical College or Department of Medicine of the University is in East Twenty-sixth street, immediately opposite Bellevue Hospital, between First Avenue and the East River. Hereafter matriculants desiring to become candidates for the degree of M. D., are required to pass an examination upon preliminary studies, except those who present certain testimonials which by the Rules of the Regents are accepted in the place of examinations. Beginning with the season of 1891–92, candidates for graduation, except such as have previously marticulated in this college, must have attended three full courses of lectures. Details concerning this change in the requirements will be published in the next catalogue.

THE FACULTY OF LAW.—The University Law School offers a two years' course for the degree of Bachelor of Laws.

Students may enter at any time, and while no previous course of study is required, careful preparation is urgently recomended. Blackstone's or Kent's Commentaries should be read, with constant reference to Abbott's, Bouvier's or Burrill's Law Dictionary; and the student will derive great advantage throughout his course at the School from the previous study of Pomeroy's Municipal Law, or Walker's or Warren's Introduction, of some elementary work on the Roman Law, such as Poste's Gaius, or Ortolan's Roman Law, by Prichard, Clarke's Early Roman Law, and of Stubbs's Select Charters and Constitutional History.

Note.—By the terms of an endowment made by the Woman's Legal Education Society, a course of "Lectures upon Law to non-matriculants, and in particular to Business Women," is given by Prof. C. G. Tiedeman under appointment by the University Council.

HENRY M. MACCRACKEN, LL.D., Chancellor.

Trinity College,

Hartford, Conn.

This College was chartered under the name of "Washington College" and began work in 1824. It received its present name in 1845. It has no Preparatory School, nor Professional or Scientific School connected with it, but it is simply a College of Liberal Education, under the control and direction of Churchmen. The College offers four Courses of Instruction, viz.:

I. A COURSE IN ARTS.
II. A COURSE IN LETTERS AND SCIENCE.
III. A COURSE IN SCIENCE.
IV. A COURSE IN LETTERS.

The courses extend over four years, with the exception of the Course in Science, which is completed in three years. Students completing the Course in Arts receive the degree of Bachelor of Arts. Students completing the Course in Letters and Science, or the Course in Science, receive the degree of Bachelor of Science.

Students who do not propose to pursue all the studies of any of the regular courses are permitted, under the name of Special Students, to recite with any class in such studies as upon examination they are found qualified to pursue. They are subject to the same rules and enjoy the same privileges as other students; and, upon honorable dismissal they are entitled to a certificate from the President, stating the studies which they have pursued during their residence in the College.

The requirements for admission and the course of instruction for degrees in the Arts have always been practically the same as in other New England Colleges.

Two Examinations for Admission are held at the College in each year: the first at the end of June, in Commencement Week; and the second in September, immediately before the beginning of the Christmas Term. In 1891 the order of the Fall examinations will be as follows:

Tuesday, September 15th, 8.30 A. M., Greek; 2 P. M., Algebra.

Wednesday, September 16th, 8.30 A. M., Latin; 2 P. M., Arithmetic and Geometry.

Thursday, September 17th, 8.30 A. M., English.

NOTE.—Candidates for the Course in Science will be examined in Solid Geometry and Plane Trigonometry at the hour appointed for Greek, and in the History of the United States in connection with the examination in Latin.

Candidates are required to present themselves at the hours appointed for the beginning of the examinations. Copies of catalogues and examination papers, and information concerning the courses of instruction, scholarships, etc., can be obtained from the President or from the Secretary of the Faculty.

GEO. WILLIAMSON SMITH, D. D., LL.D., Pres.

Brown University,

Providence, R. I.

Courses for 1891–92 in the Romance Languages and Literatures.

1. FRENCH LANGUAGE.—Reading of novels and plays by contemporary authors. Special study of idioms.
(For candidates for the degree of A. B.)

2. FRENCH LANGUAGE.—Scientific novels and primers. Special study of scientific terms.
(For candidates for the degree of S. B.)

3. FRENCH LITERATURE.—Classic authors. History of the civilization and literature of France during the 17th and 18th centuries. Lectures and rapid readings in class. Reports on outside work.

4. FRENCH LITERATURE.—Romantic and contemporary authors. History of civilization and literature of France since the Revolution. Lectures and rapid reading in class. Reports on outside work and essays.

5. FRENCH LITERATURE.—Sixteenth century. Lectures on the language and literature of the period of the French Renaissance.
(Given only to specially prepared students having passed courses 3 and 4.)

6. OLD FRENCH AND PROVENCAL.—Study of the language, literature and civilization of France during the Middle Ages.
(Offered to graduates able to handle Latin, modern French and Italian.)

7. FRENCH GRAMMAR AND COMPOSITION.
(Open to students who have taken courses 3 and 4.)

8. ITALIAN.—Beginning course in Grammar and Reading.

9. SPANISH.—Beginning course in Grammar and Reading.
(Given alternately with course 8, not given in 1891–92.)

10. ITALIAN.—Classic authors. Lectures on Italian Literature and on the Italian Renaissance.
(Open only to specially qualified students familiar with French Literature and Modern Italian.)

E. BENJAMIN ANDREWS, D. D., LL. D.,
President.

Massachusetts Institute of Technology.

Course in Architecture.

THE instruction, for regular students in the Architectural course, extends through four years, and leads to the degree (S. B.) of the Institute. The studies, which have a distinctly professional bearing, are enumerated below. The most important elements of general training are German, French, General Chemistry, Political Economy, English Literature, Business Law, History, Geology, and Public Hygiene.

First Year.—Geometry, Algebra, Trigonometry, and Mechanical and Free-hand Drawing. *Second Year.*—Analytic and Descriptive Geometry, Differential Calculus, Physics, Free-hand Drawing from the cast and life, Pen and Ink, Architectural History, the Orders, Shades and Shadows, Materials, Perpective, ansd Original Design. *Third Year.*—Integral Calculus, Applied Mechanics, Statics, Physics (Heat), Stereotomy, Free-hand Drawing continued, Architectural History continued, Specifications and Working Drawings, Water Color, and Original Design. *Fourth Year.*—Strength of Materials, Iron Construction, Graphical Statics, Acoustics, Heating and Ventilation, History of Ornament, History of Construction, History of Painting and Sculpture, Business Relations, Modelling, Water Color continued, Original Design, Thesis Work. High rank in the mathematics and drawing of the first year is necessary for a continuation of the architectural studies in the subsequent years. Through the liberality of the trustees of the Boston Museum of Fine Arts the collections of the Museum are always open, free of expense, to students of the department, and drawing from the cast is taught there.

The library of the department is very complete, and is regularly added to, and in the study of architectural history, by lectures and text-books, to acquire a working knowledge of the library is an important feature. Specifications and working drawings are practically explained, and instruction in materials is given by lectures, text-books, and by visits to buildings in process of erection. In graphical statics, practice is given in designing trusses, and in methods of uniting the various members. Also in this connection is considered the construction of domes, arches, and buttresses. In heating and ventilation is given a technical course, illustrated by the principal public buildings in the city. Long drill is had in original design, and facility in rendering is taught by courses in water color, and pen and ink. The course in color decoration is to give a facility in the general treatment of color in decoration, and a knowledge of the characteristics of different styles. Studies in planning give the student opportunity to enlarge his resources in work of this character, and particular attention is paid to special classes of buildings, such as schools, theatres, churches and hospitals, and the careful study required for the final thesis serves to fix some good example in the memory.

Special students must be of mature age and have had a certain experience in an architect's office. They may then enter the department, by only passing an examination in mechanical and free-hand drawing, and will be permitted to take any studies for which they shall show themselves qualified. Graduates of other colleges may equally enter as special students. The architectural course aims to prepare its pupils not only for their years of work as subordinates, when rapidity, skill and taste in drawing and design, will be the most useful qualifications, but also for their subsequent independent career when the value of technical knowledge will become most important.

FRANCIS A. WALKER, Ph. D., LL. D., Pres.

Williams College,

Williamstown, Mass.

Founded by Col. Ephraim Williams, who fell in battle at Lake George, September 8, 1755. Chartered 1793.

Corporate name: The President and Trustees of Williams College.

24 instructors; 311 students; 3,163 graduates.

Williams College maintains only an academic course, leading to the degree of Bachelor of Arts, and, after graduate work under certain conditions, to the degree of Master of Arts. There is no scientific or literary course of study and no degree is granted to irregular students.

Admission to the college is by examination or by certificate. The examination for 1890–91 will be held in No. 4, Hopkins Hall, Monday and Tuesday, June 22d and 23d, and Tuesday and Wednesday, Sept. 22d and 23d, and, in case the number of applicants warrants it, arrangements are made for simultaneous examination in places at a distance.

The examination may be divided by the student into preliminary and final. For the preliminary examination a student may offer himself only with the written approval of his instructor; certain subjects are reserved for the final examination, and no credits will be given for the preliminary examination, unless the student pass upon a substantial part of the work offered.

The right to send students by certificate is granted by special vote of the faculty to preparatory schools and academies upon the presentation of evidence that they maintain a good standard of scholarship, and the right is withdrawn if students coming upon certificate from any school are found to be insufficiently prepared.

Ability to read at sight in easy Greek and Latin is expected in the examination, but a thorough and accurate knowledge of the fundamentals in mathematics, and of the ordinary facts of Greek and Latin grammar is essential. Equivalents for the authors specified in the catalogue will be accepted.

For a specific statement of the terms of admission and the limitations of the certificate privilege, see the catalogue, pp. 23–28.

Students from other colleges of good standing are admitted upon certificate of honorable dismissal, but not to the senior class after the beginning of the second term. Examination is required upon subjects not covered by the certificate.

Provision is made for special students who for good reason may be unable to take up the full work, but no degree is granted to such students, and the right to attend classes is somewhat carefully restricted by special regulation (catalogue, pp. 26–27) to students of sufficient maturity and mental discipline.

The work of Freshman year in Greek, Latin, Mathematics and French, continuing the subjects of the preparatory course, but with considerable broadening of method in the direction of rapid reading and

attention to the form and subject-matter of the authors read in Greek and Latin. In Sophomore year, German, History, Physics, Biology and Chemistry are required ; the work is done largely by lectures or after laboratory methods. Greek, Mathematics and Latin are required for part of the year and continued as optionals, each student taking one of the three during the last half of the year. The required studies of Junior and Senior years are chiefly in the historical and metaphysical sciences ; this work continues to be considered, as it has been in the past in this college, especially important as an element in education.

The elective work of Junior and Senior years is explained in detail in the catalogue, pp. 31–37. The schedule is so arranged as to permit the grouping of similar studies, and the concentration of work upon history and political science, natural science and mathematics and astronomy, modern languages and literatures, philosophy, or classical philology. Still more important is the fact that the subdivision of the class into small sections allows special and individual work under the direction of the instructor. All the work in biology, physics and chemistry is done in the laboratories, two or three hours of such work counting as one in making up the six hours of elective work. The laboratory method is also followed in the higher mathematics, and for the electives in Greek and history there is a special room where working libraries, supplemented by books from the college library, are reserved for the use of students. For the Latin elective there is a similar room in the library building with access during working hours to the main library ; the electives in Greek and Latin have also a collection of about 4,000 dissertations and other philological pamphlets. It is the intention of the college that these newer methods of instruction and work in all departments, which are past modifications of the German *Seminar* system and which must be regarded as to some degree tentative, shall be used in advanced work as fully as the conditions of the American college permit. In this direction the small size of the elective divisions has been a great advantage, and has enabled the college to participate in the recent movements toward reforming and individualizing methods of instruction.

The college and society libraries contain about 40,000 volumes and 5,000 indexed pamphlets. Books are to be accessible to every student ; there are no closed alcoves. All departments of the library are open from 10 to 1, and from 2 to 4, and one of the reading rooms is open in the evening.

The Lasell Gymnasium is a new building and is equipped with the best modern appliances. It is under the control of a director, who advises students in regard to physical development according to the results of examinations and systematic measurements made at the beginning of Freshman year and repeated during the course.

REV. E. B. PARSONS, D. D., *Secretary.* FRANKLIN CARTER, Ph. D., LL. D., *President.*

Princeton University,

Princeton, New Jersey.

Requirements for Admission.—Academic Department.

ALL entering students on their arrival must report at the President's house and register. Examinations for admission will be written, with supplementary oral examinations if needed. The first examination will commence in Princeton, on Thursday, June 12th, at 11 A. M., and continue through the afternoon of Friday. The second will commence on Tuesday, September 16th, at 11 A. M., and continue through the afternoon of Wednesday. Applicants who have any conditions or other deficiencies from the June examination are required to remove them at this time. *Attendance is required at the beginning of the examinations.*

Simultaneously with the June entrance examinations in Princeton, examinations will also be held in the cities of New York, Philadelphia, Pittsburgh, Cincinnati, Louisville, Chicago, St. Louis, Omaha, Denver, San Francisco, and at preparatory schools and other cities when necessary. The precise places in which the examinations are to be held can be learned by application to the President. Due notice of these examinations will also be published in leading local newspapers for several weeks in advance.

Examinations at other times and places than those specified are inconvenient and often impracticable, and applicants for examination at other than the regular days are required to pay $10 into the treasury.

Candidates for admission to the Freshman class are examined in the following books and subjects. It is recommended that the candidates be prepared for examination on the requirements as specified; but equivalents will be accepted.

ENGLISH GRAMMAR.—Whitney, or equivalent; Modern English History (1558–1880)—Gardiner, Anderson or equivalent; U. S. History—Johnston, Scott, or equivalent.

The writing of a short essay may be required as a part of the examination; the theme for the essay of 1890 will be based on the life and writings of Prescott or of Bayard Taylor.

The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements.

Candidates for admission to the next Freshman Class, Academic or Scientific, in 1890, will not be required to pass examination in Modern English History; and those applying for the same class, Academic Department, will not have to be prepared on the whole of Plane Geometry, but only on two books of Euclid, or an equivalent.

LATIN GRAMMAR; especially the inflections; the simpler rules for composition and derivation of words; syntax of cases and verbs, and structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive; so much prosody as relates to accent, quantity, versification in general, and dactylic hexameter. Cæsar (five books of the Commentaries); Sallust (Catiline or Jugurtha); Virgil (six books of the Æneid); Cicero's Select Orations (six); Arnold's Latin Prose Composition (twelve chapters), or Jones' Exercises in Latin Prose; Geography of Ancient Italy.

GREEK GRAMMAR, including prosody; Xenophon (four books of the Anabasis), or Greek Reader (Goodwin's), 111 pages; Homer (the first two books of the Iliad, except the Catalogue of Ships); Greek Composition (Jones' Exercises in Greek Prose, or an equivalent —writing with the accents required); Geography of Ancient Greece and Asia Minor. Goodwin's Grammar is preferred. Special stress is laid upon a thorough knowledge of the noun and verb inflections. Candidates will do well to read an additional book of the Iliad, where

this can be done without sacrifice of thoroughness in the formal requisitions. Some experience in giving written answers to set questions is advantageous.

The Continental pronunciation of the vowels and diphthongs is preferred in both Latin and Greek.

ARITHMETIC, including the Metric system; Algebra, through quadratic equations involving two unknown quantities—including radicals, and fractional and negative exponents; Plane Geometry.

At the examinations in June and September, candidates intending to enter the Freshman class one year later are admitted, on request, to examination on a portion of the subjects required for entrance. Unless in exceptional cases, either two of the four general subjects, English, Mathematics, Latin, Greek, must be offered entire; or such parts of at least three subjects as are here prescribed, viz.: in *English*, Grammar and either U. S. History or Modern English History; in *Mathematics*, Arithmetic, with the Metric system, and either Algebra or Plane Geometry; in *Latin*, the full amount in Cæsar and one other author, with Grammar; in *Greek*, three books of the Anabasis, with Grammar.

Immediately after the opening of the College the entering students meet, according to announcement, for the registration of their names and subscription to the following pledge, required by the Board of Trustees:

We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other college so long as we are members of the College of New Jersey; it being understood that this promise has no reference to the American Whig and Cliosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.

SCHOOL OF SCIENCE.—This institution is a department of the College of New Jersey, founded in 1873 upon an endowment by Mr. John C. Green.

Candidates for admission to the Freshman class must be at least sixteen years of age. They will be examined in the following books and subjects:

ENGLISH: Grammar—Whitney, or equivalent; U. S. History—Johnston, or equivalent; Modern English History—Gardiner, or equivalent; Essay—the theme for 1890 will be based on the life of Prescott or of Sir Isaac Newton. The attention of preparatory schools is called to the need of a more thorough study of elementary English; also, to the addition of Modern English History to the English entrance requirements. MATHEMATICS: Arithmetic entire, including the Metric system, a practical knowledge of which is indispensable; Algebra, through quadratic equations including two unknown quantities, including evolution, radicals, theory of exponents; Geometry—Plane Geometry entire (five books of Wentworth's or Chauvenet's Geometry, or their equivalent). PHYSICAL GEOGRAPHY: The elements, as contained in Guyot's Grammar-School Geography.

MODERN LANGUAGES: Either FRENCH or GERMAN at the option of the candidate. In either language the examination will be upon the general principles of Grammar [French, Otto, pp. 28–201, or Whitney, pp. 27–202; German, Whitney, pp. 23–153 and 278–284; or Brandt, pp. 6–154; or Otto, Part I.; or Joynes-Meissner, pp. 19–177; or Huss, pp. 9–101 of the Theoretical Part,] and the ability to translate easy prose, such as, in French, the first fifty pages of *Lamartine's* Graziella, or of *G. Sand's* La Mare au Diable, or *Erckmann-Chatrian's* Le Conscrit, or *Lacombe's* Petite Histoire du Peuple Francais; or in German, either *Storm's* Immensee, or *Grimm's* Màrchen (Otis' edition, pp. 61–109), or *Boisen's* German Prose (pp. 3–51).

It is recommended that all candidates should receive instruction in free-hand drawing before their entrance.

President, FRANCIS LANDEY PATTON, D.D., LL.D.

Registrar, HENRY N. VAN DYKE, Princeton, N. J.

Columbia College in the City of New York.

COLUMBIA COLLEGE in the City of New York at the present time consists of the School of Arts, the original college, founded in 1754; of sundry professional schools, to wit: the School of Law, the School of Mines, and the College of Physicians and Surgeons, admission to all of which, as candidates for professional degrees, is open to all students whether or not they are college bred men; and of the University Faculties of Law, Mines (Mathematics and Natural Science), Political Science and Philosophy, which conduct all courses leading to the university degrees of Master of Arts and Doctor of Philosophy.

The point of contact between the college and the university is the senior year in the School of Arts, during which year the students in the School of Arts pursue their studies with the consent of the Faculty of Arts, under one or more of the University Faculties.

The School of Arts.

The School of Arts, or the college proper, has a curriculum of four years' duration leading to the degree of Bachelor of Arts. Candidates for admission to the School of Arts must be at least fifteen years of age and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

For information concerning the School of Arts, address the Registrar of the School of Arts, Columbia College, New York.

The University Faculties.

The University Faculties of Law, Mines (Mathematics and Natural Science), Political Science, Philosophy and the College of Physicians and Surgeons, taken together, constitute the University. These university faculties offer advanced courses of study and investigation, respectively, in (a) Private or Municipal Law, (b) Mathematics and Pure and Applied Science, (c) History, Economics and Public Law, and (d) Philosophy, Philology and Letters. Courses of study under one or more of these university faculties are open to members of the senior class in the School of Arts, and to all students who have successfully pursued an equivalent course of undergraduate study to the close of the junior year. These lead through the Bachelor's degree to the university degrees of Master of Arts and Doctor of Philosophy.

For information concerning the degrees of Master of Arts and Doctor of Philosophy, address the Secretary of the President, Columbia College, New York.

The Professional Schools.

The professional schools of Law, Mines, and Medicine, receive, on terms prescribed by the faculty of each school, all students, as well those not having pursued a course of undergraduate study as those who have, as candidates for professional degrees.

1. The School of Law, established in 1858, offers a three years' course of study in common and equity jurisprudence, medical jurisprudence, criminal and constitutional law, international law public and private, and comparative jurisprudence. The degree of Bachelor of Laws is conferred on the satisfactory completion of the course. The courses in constitutional and international law and comparative jurisprudence are conducted by the Faculty of Political Science.

For information concerning the School of Law, address the Secretary of the School of Law, Columbia College, New York.

2. The School of Mines, established in 1864, offers the following courses of study, each of four years' duration, and each leading to an appropriate professional degree: namely,

mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and applied chemistry, architecture; and as graduate courses, of two years each, sanitary engineering, and electrical engineering.

For information concerning the School of Mines, address the Registrar of the School of Mines, Columbia College, New York.

3. The College of Physicians and Surgeons offers a three years' course of study in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine (M. D.)

For information concerning the Medical Department, address the Secretary of the College of Physician and Surgeons, 437 West 59th St., New York.

The Non-Professional Schools.

The University Faculties of Political Science and Philosophy conduct respectively the Schools of Political Science and Philosophy, entrance to which is open only to students who have completed their junior year in the School of Arts, or in some other college maintaining an equivalent curriculum.

1. The School of Political Science, established in 1880, embraces courses in constitutional history and law, history of political theories, political economy and social science, Roman law and comparative jurisprudence, administrative law, international law, and history.

2. The School of Philosophy, established in 1890, embraces courses in philosophy, philology, and letters.

For information concerning the Schools of Political Science, and Philosophy, address the Secretary of the President, Columbia College, New York.

SETH LOW, LL.D., President.

University Faculty of Philosophy.

LECTURES ON THE PSYCHOLOGY OF MUSIC.

[OPEN TO UNIVERSITY AND COLLEGE STUDENTS AND TO THE PUBLIC ON THE TERMS ANNOUNCED BELOW.]

During the first session of the present academic year a course of eight lectures on the Psychology of Music will be given by Benjamin Ives Gilman, A.M., of Cambridge, Mass.

The lectures will be given in Room 46, Hamilton Hall, at 10 A. M., on Tuesdays, November 10th, 17th, 24th, and December 1st, and Thursdays, November 5th, 12th, 19th and December 3d, beginning on Thursday, November 5, 1891.

Mr. Gilman will discuss Pitch, *Timbre*, Interval, Scale, Tonality, Measure, Harmony, and Expression.

Students may obtain tickets for the course from the President's secretary on presentation of their matriculation tickets. For persons not members of the College a charge of $5.00, payable in advance, will be made. Tickets and a full syllabus of the course may be obtained at the President's office.

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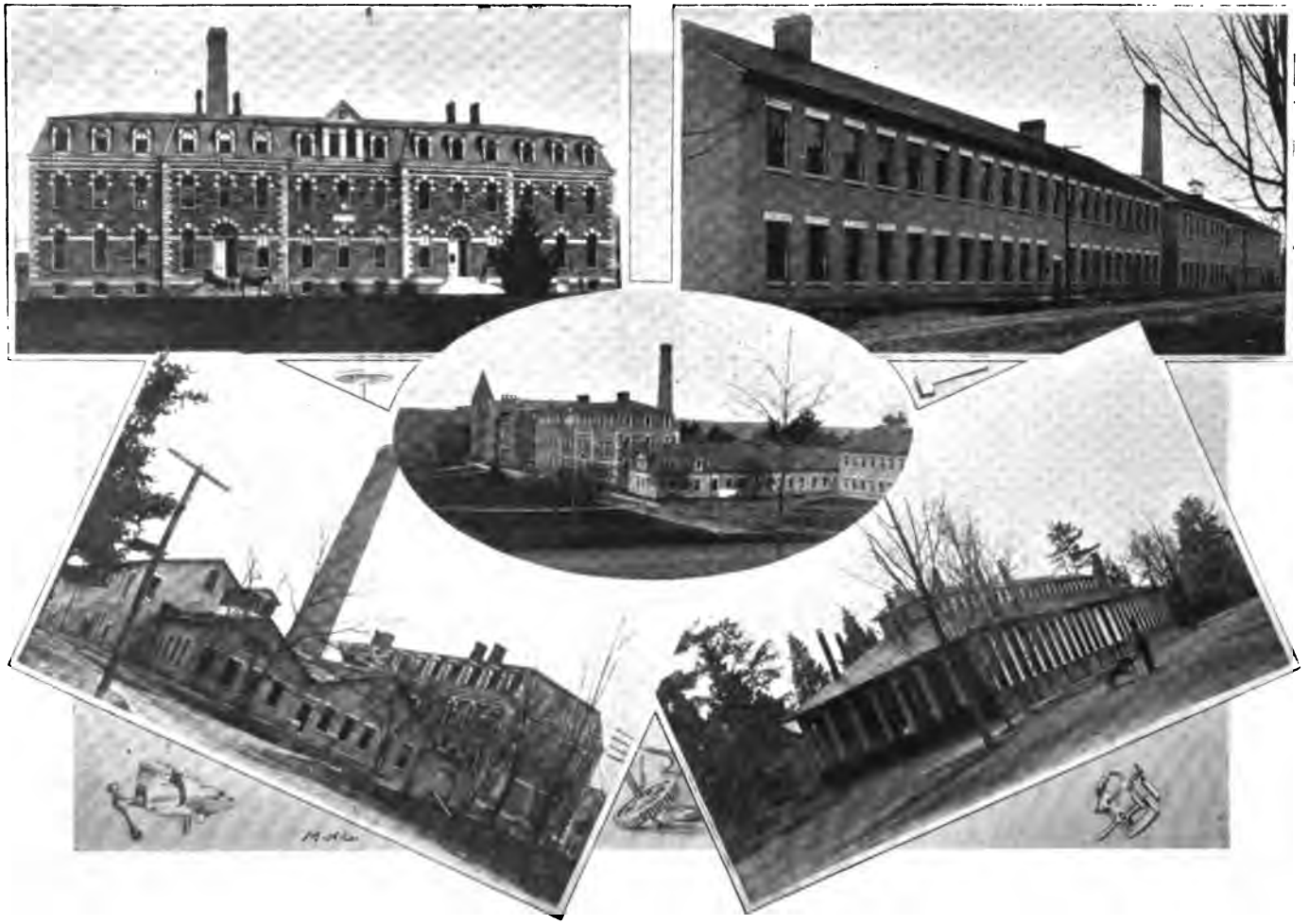

SIBLEY COLLEGE OF MECHANIC ARTS—CORNELL UNIVERSITY, ITHACA, N. Y.

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THE
UNIVERSITY MAGAZINE.

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Contributions, suitable for the columns of THE UNIVERSITY MAGAZINE, will always receive careful attention. Manuscripts, when not accepted, will be returned.

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NEW YORK, NOVEMBER, 1891.

Cligès.

(*Old French of the XII. Century.*)

BY PROF. WM. C. THAYER.

IT is one of the main ideas of "University Extension" to let the public know what is actually going on in the Universities, as a pleasant reminder of former studies of the same sort and a stimulus to wider reading. With this idea, I take the liberty of offering an outline of the work that will occupy the attention of the Seminary in romance languages, this winter at the John Hopkins University, in the conviction that it will prove interesting to many a reader of your magazine.

It is hardly necessary to explain that the Seminary is made up of the more advanced students in a department, who, under the supervision of the Professor, serve each in turn as the Directors of the work for the day, and expound the passage or citation assigned them. In this way they learn how to bring the entire critical material to bear upon the point at issue, and are held responsible for all views and theories advanced in support or refutation of any reading in the text before them.

The general subject for the Romance Seminary will be the Breton Cycle of romances,—those tales of Arthur's Court, so well known to students of English literature; the material upon which Tennyson has drawn for his "Idyls of the King." As there is an immense amount of this material, the one best selected for critical examination this year is "Cligès" of Chrêtien de Troyes, written in Old French of the XIIth Century, about the year 1165,—a poem of 6784 lines in an iambic tetrameter with which many liberties are taken. In the following outline we shall follow the text closely; it is naturally divided into two parts: 1. The story of Alexander, father of Cligès. 2. The story of Cligès; making really seperate poems.

INTRODUCTION.

The author of "Erec" and "Tristan," the translator of Ovid's "Remedia Amoris" and "Ars Amandi," the composer of the tales of Pelops, Terens, Philomela, and Prokne, begins now a new romance, viz: the story of the Hero's Father, then that of the Hero. Chrêtien has borrowed the subject from a book in the cathedral library of Beauvais. It is from books that we are taught the deeds of antiquity. Renown in chivalry and knowledge, once in the possession of the Greeks and then passed over to the Romans, has now fallen to the lot of France, (lines 1–44.)

I. ALEXANDER.

A mighty emperor of Byzantium, Alexander, and his consort Tantalis had two sons, Alexander and Alis, (Alexius.) The elder had heard of Arthur and the Round Table, and would receive the stroke of knighthood from no one else. With great difficulty he obtains from his father permission to go to Europe,—even the assurance of abdication in his favor will not keep him back. Loaded with treasure and with the admonitions of his father above all to practice liberality, Alexander, accompanied by a crowd of young men of his own age, takes leave of parents and home, and pushes out into the sea. The passage lasts all of April and part of May. They land in Southhampton (au port desoz Hautone), and proceed the next day to Winchester (Guincestre), where Arthur holds his court. They present themselves before the king and are received with honour (45–384). Alexander makes the acquaintance of Gauvain and wins all hearts by his liberality. Soon after this Arthur wishes to go over to Brittany (Armorica), and, on the advice of his men, names Count Engrès, of Windsor (Guinesores), as regent of England (384–440.) Alexander accompanies the king in whose ship he crosses with the queen and the maid of honour Soredamors, the sister of Gauvain, to whom up to this time the subject of love has been repugnant. Cupid revenges himself upon Soredamors, who falls violently in love with Alexander and breaks out in moving lamentations. If she only knew whether he were equally overcome by love! (441–540.) The queen notes the condition of the lovers, which she however ascribes to the sea journey. Alexander is constant in service of the queen, in order to tarry near his beloved, whom, however, he does not dare to address. His complaint follows. The Arrow of Love. Beauty of his beloved described. (873–1047.) So passes the summer, until at the beginning of October messengers came from Dover. London, and Canterbury with the news that the regent Engrès has revolted and entrenched himself at London. Arthur collects a mighty army, crosses into England to punish the traitor, worse than Gavelon, and goes into camp on the sea-shore. Alexander and his twelve comrades are at his bidding, to receive the stroke of knighthood. From the queen he receives a white silk tunic which Soredamors has embroidered with gold and silver threads. Entwined with these in certain places she has mingled her pale-gold hair, to see if anyone could

distinguish them from the golden threads. If Alexander only knew this! Having made them knights, Arthur went to London with his army. Meanwhile Engrès had collected his people and since he could not stay in London, where he was hated, he departed secretly and at night with his forces, and throws himself into the castle at Windsor, which he has fortified beyond measure, and where he is besieged by Arthur, whose army is encamped upon the Thames (1047–1260). The beseiged, armed only with lances in derision of their foe, ride out for pastime. Alexander summons his comrades: Cormix (1281), Licorides, Nabnual of Mycenæ, Acorionides of Athens, Ferolin of Salonica, Charquedon (perhaps Calcedon as in MSS.) of Africa, Parmenides of Francagel, Torin, Pinabel, Nerius and Neriolis, and rushes upon the foe. The noise of battle attracts others; the besieged are driven back. Alexander, covered with glory, presents the queen with four warriors captured by himself, which she is, however, obliged to deliver to the king, who later causes them to be quartered before the eyes of the besieged. As a reward of valor, Alexander's troop is increased by 500 knights and 1,000 troopers, and he is promised the best kingdom in Wales. The besiegers gather to take the castle by assault, but are driven back. At the coming on of night the besiegers withdraw. Arthur causes it to be proclaimed that the man by whom the castle shall be taken shall receive a costly goblet of gold, and, if he be a knight, may claim any further reward (1261–1552). Alexander went that same evening to the queen, by whom he sits down in company with Soredamors. The queen notices the golden hair in Alexander's tunic; on demand of the queen he learns from Soredamors' own mouth the actual state of affairs, and throughout the night revels in the possession of that golden hair. The besieged, with sure destruction before their eyes, plan a sally and intend to surprise the sleeping army just before daybreak. But the moon suddenly rises and mirrors itself in their gleaming shields and helmets as they advance in five columns, so that they are seen by the sentries, whose cry wakes the entire army. A hand-to-hand conflict ensues, the attacking columns are completely beaten down, and Engrès, with seven companions, secretly escape to the castle. Alexander, who had pressed forward before all others, notes this and calls upon thirty knights (six Greeks and twenty-four Welshmen), whom he sees advancing, to change armor with as many of the dead enemy, and so by stratagem to penetrate the castle (1553–1858). No sooner said than done. The warder lets them in, and, after crossing the three walls, they gain the top, and in the courtyard come upon the fugitives, who have all laid aside armor and weapons, with the exception of eight who had just come in with the Count. All are overcome, including five of the armed men. Engrès in despair puts himself on guard and kills among others the Greek Macedor. Fight between Engrès and Alexander; the former, with seven others, run to the tower, Alexander and his men, however, so close to their heels that the fugitives cannot fasten themselves in. Meanwhile the besieged arm themselves below in the castle (borc) to go to the aid of their Count shut up in the

tower. But Nabunal posts twenty men at the entrance of the fortress, which he causes to be closed, to keep back those hastening with aid, while the remaining ten fight at the gate of the tower, so that the Count cannot possibly close it. At the outer gate, where those hastening to bring aid stand uncertain what to do, only four of the besiegers now remain, the other sixteen hurry to the aid of the ten fighting for the tower, who have already penetrated it. Meanwhile day dawns. The Count, with a battle-axe in his hand, beside himself with rage, leaning against a post, lays about him and strikes down those who attack him, who decrease to 16, then to 13 men. Alexander also beside himself with rage, grasps a heavy beam with which he aims such a blow at the Count that the battle-axe falls from his hand (1859–2056). The Count and the other survivors are taken prisoners. The besiegers know nothing of all that has happened in the castle. The Greeks find upon the battlefield the shields which Alexander and his comrades had thrown away and raise loud cries of woe, lamenting their death. And yet all of them except Neriolis, who fell here, are alive. The rest of the army join in the lamentations of the Greeks ; before all others Soredamors, yet in the universal mourning this is not noticed. Meanwhile the victors bind the prisoners, whom they exhibit to the troops stationed outside the fortress; at Alexander's suggestion they betake themselves to Arthur to beg for mercy. Thus Arthur learns what has happened and goes to the castle where the captured Count is delivered to him. Their joy in the reunion is described. Alexander receives the goblet as the prize of victory and would like to demand the hand of Soredamors, did he not dread her refusal. He goes to the queen, who has long watched the lovers, and now, alone with these two, begins a conversation. At the exhortation of the queen the lovers mutually declare themselves, whereupon the marriage takes place. This is the parentage of Cligès, the hero of this story (2057–2388).

II. Cligès.

Meanwhile the Emperor of Constantinople dies and an embassy goes to Britain to fetch Alexander. In a storm at sea they all perish except one rascal who is attached to the younger son Alis, and, without further ceremony, returns to Greece with the news that Alexander and all his men were drowned on the return jourey, except himself. Alis is crowned. Hearing of this, Alexander, with wife and child and forty knights, declining the army offered him by Arthur, embark at Shoreham (Sorham 2440) and come to anchor at last in the harbour of Athens, in which city Alis just then is. Acorionides, as envoy, claims from the latter the crown in the name of Alexander, and when Alis refuses, declares war upon him. But on the advice of his lords, Alis makes a compact with his brother according to which the latter receives the kingdom, while Alis keeps the title and the crown and binds himself not to marry, in order in that way to secure the succession for Cligès. Then it happened that soon after this Alexander, and then, Soredamors, died ; but

previously Alexander had received Cligès' promise to visit king Arthur (2389–2623). For a long time Alis keeps quiet until, under pressure from his nobles, he decides to marry, and by an embassy to the Emperor of Germany, who is just then at Regensburg (Reneborc 2666) asks his daughter's hand. The Emperor consents on condition that Alis with his army shall come and get her, in order to contend for her with the Duke of Saxony to whom she had been previously promised. Alis collects an army and comes to Cologne (2699). Here follows a description of the beauty of Fenice, the bride ; also of that of Cligès. They merely have to see each other to fall violently in love. The nephew of the Duke of Saxony comes immediately to the imperial camp at Cologne, to claim his uncle's rights. He haughtily challenges Cligès but is beaten. Fenice, consumed by longing, confides in her mistress of the robes (mestre) Thessala, her former nurse, but only after long begging and praying. This nurse took her name from her native land, the famous country of enchantment. Fenice confesses her love for Cligès and complains that she is to be the wife of his uncle. Yet she will not be so shameless as Iseult, and surrender herself at the same time to both lover and husband. Honor is to her far above love and life. Thessala promises aid ; she will hand Alis a draught just before the bridal night which shall render him powerless to possess her except in dreams (2624–3216). The wedding takes place and during the banquet Cligès, who serves at table, unwittingly hands his uncle the draught prepared by Thessala, which actually does frustrate the purpose of the wedding night, as Thessala had promised her mistress. Not long after this Alis, accompanied by his father-in-law and his bride, starts on his return. Thus they come to Regensburg and encamped upon the bank of the Danube (Dunöe) upon the meadows near the Black Forest, while upon the other side the Duke of Saxony with a powerful army is ready to contest their passage. His nephew lurks in ambush and falls upon Cligès who had ridden out with three companions, but is slain by the latter. The Duke desiring to avenge the death of his nephew, one of his knights promises him Cligès' head. Meanwhile there arises a skirmish between the two parties, in which that knight is conquered and beheaded by Cligès, who takes his sword and helmet and rides toward the Saxons, who receive with exultation the presumed conqueror of Cligès. The latter them proclaims himself, the battle rages, in which Cligès hurls the Duke from his saddle and takes his valuable Arabian steed as booty (3217–3920). Meanwhile, by a stratagem, Fenice is taken from the deserted camp by the Saxons, and the Duke, being secretly informed of it, concludes an armistice until the following day. The warriors separate and return to camp ; Cligès alone remains behind upon an eminence and suddenly sees twelve knights taking away a woman. He pursues them and they take him for the Duke, on account of the horse he rides. Six ride toward him to bring him the joyful news, while the rest slowly ride on with Fenice. Cligès, raging like a lioness whose young have been taken from her, overthrows the six

one after another, pursues the rest and can now prove his valor before the eyes of his beloved. Cligès frees her; a single Saxon escapes and tells the Duke what has happened. The victor brings back Fenice, yet the lovers in their timidity do not declare their feelings to each other. They come back to camp and soon change into joy the prevailing sorrow over the rape of Fenice and the presumed death of Cligès. Meanwhile the Duke restrains his wrath and his sense of dishonor, and, by means of a herald, challenges Cligès to single combat; if the latter conquers, then shall Alis and Fenice quietly go their way; if not, the matter shall rest as before. Only with difficulty does Cligès receive the consent of both emperors to this duel (3621-4036). In sight of both armies the fight takes place, and each combatant does his best. When, under a stroke from the Duke, Cligès sinks upon one knee, Fenice in terror utters a loud cry and falls in a swoon. This cry gives Cligès fresh strength, and he presses the Duke so hard that the latter bethinks him of a compromise; on account of his opponent's youth he will yield him the fight; but Cligès forces him to a public declaration. So ends the fight. The Saxons withdraw in disgrace, and the Greeks, after taking leave of the German emperor, continue their way home. But Cligès thinks of the promise given his father, to go to Arthur's court, and almost by force obtains a furlough from Alis. Loaded with treasure and accompanied by his companions he sets out with four horses, white, yellow, red and black, tearfully parting from Fenice, who proceeds to Greece and is received with honor as empress. But she thinks only of Cligès and his parting words: "I and all I have are yours." Does he love her, then? A long monologue follows, full of the longing and the sorrow of love (4037-4574). In the meantime Cligès having crossed the sea comes to Wallingford (Galinguefort, 4579) and learns that Arthur has announced a fourteen days' tournament near the neighboring Oxford (Ossenefort). To that place, he orders secretly three different suits of armor (black, red and green) to be sent him from London, so that with those and his own (white) suit he has four. On the appointed day the joust is begun by Sagremor, who is hurled from his saddle by Cligès, in black armor on a black steed. Cligès receives the prize, yet without letting himself be known, steals home, and causes the green armor to be hung at the gate. Meanwhile all ask and seek after the black knight, but nobody can give information of him (4575-4758). Next morning Lancelot rides first into the lists, but Cligès is again victor, in green armor on a sorrel horse. In like manner on the third day Perceval is overcome by Cligès, on a yellow Spanish horse in red armor. On every occasion Cligès succeeds in escaping undiscovered. On the fourth day Gawain and the unknown (in white armor on an Arabian horse), measure their strength against each other, and Arthur finally separates the evenly-matched opponents and breaks up the tournament. Cligès is led to the court in triumph and makes himself known. He remains and performs many an adventure; but the desire of Fenice allows him no rest. When spring comes

again, he takes his departure and returns to Constantinople (4759–5114), where he is received with rejoicing. Although he converses daily and alone with Fenice, yet a long time passes until at last in a confidential dialogue the two declare their feelings to each other. Now Cligès learns at once that his beloved is still a maid, but will give herself to him only when she can be entirely his and not at the same time the property of another, that they may run no risk of being charged with the sin of Tristan and Iseult. Cligès proposes to flee to Britain,—a plan which Fenice, with regard again to Tristan and Iseult, rejects, but on her part is prepared to represent herself as sick and then dead, so that Cligès may take her out of her tomb at night. Fenice counts upon the support of Thessala, which is promised her, while Cligès goes to find his slave Jehan, the most famous of sculptors, who undertakes the reconstruction of a coffin which he had previously made and shows his master, who gives him his freedom for this, a lovely and secluded magic house which he had built for his own use, where the lovers in full security may live and be seen by no one (5115–5655). On their return to the city they learn already of Fenice's sudden illness, which has plunged the court and the town into the deepest grief. She allows no one to be admitted and avoids medical aid until Thessala has procured (Harn) evidences of a woman deathly sick, which she sends for examination to the doctors, who declare Fenice's disease mortal. A specially prepared draught puts her in a trance exactly like death. Her decease is mourned by the emperor and the city (5656–5814). At this very moment three doctors from Salerno arrive in the city, learn the reason for the universal sorrow, how the empress had declined the aid of any physician and was dead. Then they recalled the story of Solomon, whose wife had deceived him by an apparent death, and go to the court where the chief physician goes to view the corpse and by practical tests becomes convinced that the presumed dead lady is really alive. He promises the emperor to bring her back to life. The latter promises every possible reward, but also threatens him with death on the gallows if he has lied. The doctor, sure of his case, accepts the conditions, orders the hall to be cleared, and remains with two companions by the side of the corpse, which they unroll from the shroud in which it has been wrapped. First they endeavor by conciliatory address and crafty representations to compel her to speak (to our great astonishment, since she has been rendered rigid for a definite number of hours by the sleeping-draught and is really unconscious, compare 6224–6227,—a fact which so skillful a physician should have discovered), but in vain. Of just as little effect were threats and their execution ; Fenice is beaten with thongs until the blood comes and finally melted lead is poured into her hand and they are even proceeding to roast the martyr over a slow fire, when the women outside who see the fearful proceedings through an opening in the door, give the alarm, at which a crowd of people break down the door and force their way in ; among them is Thessala who lays the poor tortured woman back in the coffin and covers her. But the enraged women, without

further ado, hurl the doctors out of the windows so that they are mangled upon the courtyard below (5815–6050) while Cligès is beside himself with grief. Thessala brings a salve with which she gently rubs the wounds. Then Fenice is again rolled up in a white sheet of Syrian silk. Jehan who, at the command of the emperor, is to furnish the coffin, takes charge of all needful details. Fenice is laid to rest with great pomp in St. Peter's church; universal mourning,—above all other Cligès is inconsolable and cannot wait for night to find out whether she is still alive or not. But thirty knights keep watch and a brilliant illumination of torches, yet they soon fall asleep. Cligès hastens with Jehan to the burying-ground, which is closed, and climbs over the high walls by the aid of a tree standing near, and then opens the gate for Jehan. Jehan opens the tomb out of which Cligès takes his beloved and the grave is closed again. The dear precious burden is taken to Jehan's magic tower, where Cligès is beside himself with despair when he finds his beloved still rigid and motionless under the influence of the magic potion. But she soon comes to herself and hears the despairing lament of Cligès. She heaves a deep sigh and then in a scarcely audible tone comforts her lover. Perhaps she might recover completely if Thessala could come to her (6051–6280.) The latter, brought by Jehan, comes in haste and promises to cure her in the course of a fortnight. Cligès now goes regularly to the tower, openly and before everybody; for he says he has a hawk there in the ruins which he must visit. Meanwhile Fenice is fully recovered and the lovers live in unclouded bliss and joy. Thus passed more than a year and two months until Fenice hears a nightingale warble outside in the intoxication of spring. She complains to Cligès, who holds her in his arms, that for more than fourteen months she has seen neither sun nor moon, and that at least a garden would be good for her. Immediately he promises her all she asks and asks Jehan what to do, who without further delay leads the lovers to an invisible door, which opens and introduces them into a beautiful garden full of foliage (Jehan might just as well have done this sooner). In it is a tree in full bloom whose branches have been so artfully trained that they reach the ground on every side, and for a fine, thick arbor through which, even at midday, no ray from the sun can penetrate; here Fenice causes her bed to be spread. The garden is surrounded by a high wall connected with the tower. Here now Fenice is revelling in the possession of her lover when, at the opening of the hunting season, Bertram, a Thracian knight, went out hawking. His bird had missed a lark and flew below the tower into the garden. He goes at once to the wall which he finally succeeds in climbing and sees—Cligès and Fenice sleeping in each others arms. He scarcely believes his senses, and is astounded to find here the counterfeit of the dead empress, when suddenly Fenice is awakened by a falling pear, and cries: "We are lost! There is Bertram! O, that he may not betray us!" Then he knows for a certainty that it is actually the empress and makes all haste to get away; but Cligès grasps a sword lying near and hews off his leg at the knee. For all that

Bertram escapes, his comrades on the other side of the wall picking him up. "They must not question him," he cries, "only quick to the emperor!" So they go direct to the court, where he tells the emperor what he has seen. They hasten to the tower, which they find deserted; for under Thessala's guard and guiding the loving pair take to flight. But the emperor threatens vengeance upon Jehan, whom he has cast into chains; the latter excuses himself on the ground that as a slave he must obey his master in everything. His master had been in the right, and even death should not prevent his telling the truth. Alis had forsworn himself to Cligès when he married Fenice at all. If he puts him to death, Cligès will know how to avenge his murder (6281–6586). But he will not betray his master. Besides this Alis has no right to be jealous, for, cheated by a magic potion, he had never really possessed his wife. Fenice had, however, out of love for Cligès, feigned herself dead, and he had taken her to Jehan's house. Foaming with rage and overwhelmed by the disgrace of it, he gives orders to pursue the fugitives. But they escape, thanks to the arts of Thessala, and go to Arthur, before whom Cligès enters a formal complaint against Alis. A great army and a mighty fleet are prepared to go to Constantinople, when messengers come from Greece, and among them Jehan, to announce the death of Alis and call upon Cligès to return and be crowned emperor. And so the army is disbanded, Cligès goes back with Fenice and they are crowned. Cligès had married Fenice, yet she remained his devoted lover, and indeed her love for him grew and increased and he never doubted her fidelity, although he never kept her shut up, as was always the case with the later empresses. For since that time every emperor fears his wife may betray him, when he hears how Fenice had betrayed the Alexis of her day. And so, as in a prison, every empress in Constantinople, whosoever she may be, be she never so rich and distinguished, is kept in close confinement; for the imperial consort does not trust her as long as he remembers the story of Fenice; and he has her guarded constantly within four walls, not so much from dread of sunburn as on account of his own fears, and never is a man admitted to her presence except such as have been eunuchs from childhood. For in the case of these it is not to be feared that love will ever involve them in his toils. Here ends Chrêtien's work (6587–6784).

It is plainly an adaptation of an ancient Oriental legend of Solomon, and is only artificially connected with the Breton Cycle, to which it does not properly belong. This analysis is so close to the text as to give a pretty full account of material which, to the English reader, is perfectly new, as the text is now edited "for the first time" by Dr. Wendelin Förster, of Bonn.

WILLIAM C. THAYER.

The Relation of Physical Culture to Education in General.

BY LUTHER GULICK, M. D.

(*Concluded.*)

There is the same difference between mental health and mental education that there is between physical health and physical education. A baby may be perfectly healthy mentally and yet be quite uneducated. It may also be perfectly healthy physically and yet be quite uneducated physically. A baby's education is first physical; much that it learns comes either directly or indirectly through the muscular sense. The only sources of information that it has are physical in their nature; and the only avenues of expression that it has are physical; they are muscular. Deprive a man of all muscles and you at once deprive him of all methods of expression.

An apprentice enters a jeweler's store and attempts at once to do the fine work on a watch. He fails, not because he did not know what he wanted to do, not because he was not strong enough, but because he could not control his hands and fingers. He lacked physical education. A pianist shows a beginner how to play a scale rapidly. He understands exactly what to do, he knows where to place his fingers, but he can not do as well as his teacher, because he lacks physical control, physical education. And all the processes of learning to manage the hands and fingers are questions of physical training, and not either of watch-making in the one case or of music in the other. They both involve training of the cerebellum, the organ of co-ordination. One may have the soul of a musician, but be without the ability to express himself. He needs primarily physical education. There is another side to this quality. A man may have perfect control over his muscular system and yet be unable to do mnvements which involve calculation. For instance, let a man attempt to catch a curved ball from one of our modern baseball pitchers. He may be able to control his hands and arms perfectly, but unless he is able to tell where that ball is going to be when it passes him he will be as helpless as a baby. A man starts to jump a fence three feet high. He does not put into it as much energy nor does he jump as high as if it were four feet high. He calculates the height and jumps accordingly. This ability to calculate motion, estimate height, etc., is given only by physical training; quick perceptions, accurate judgments are involved and secured.

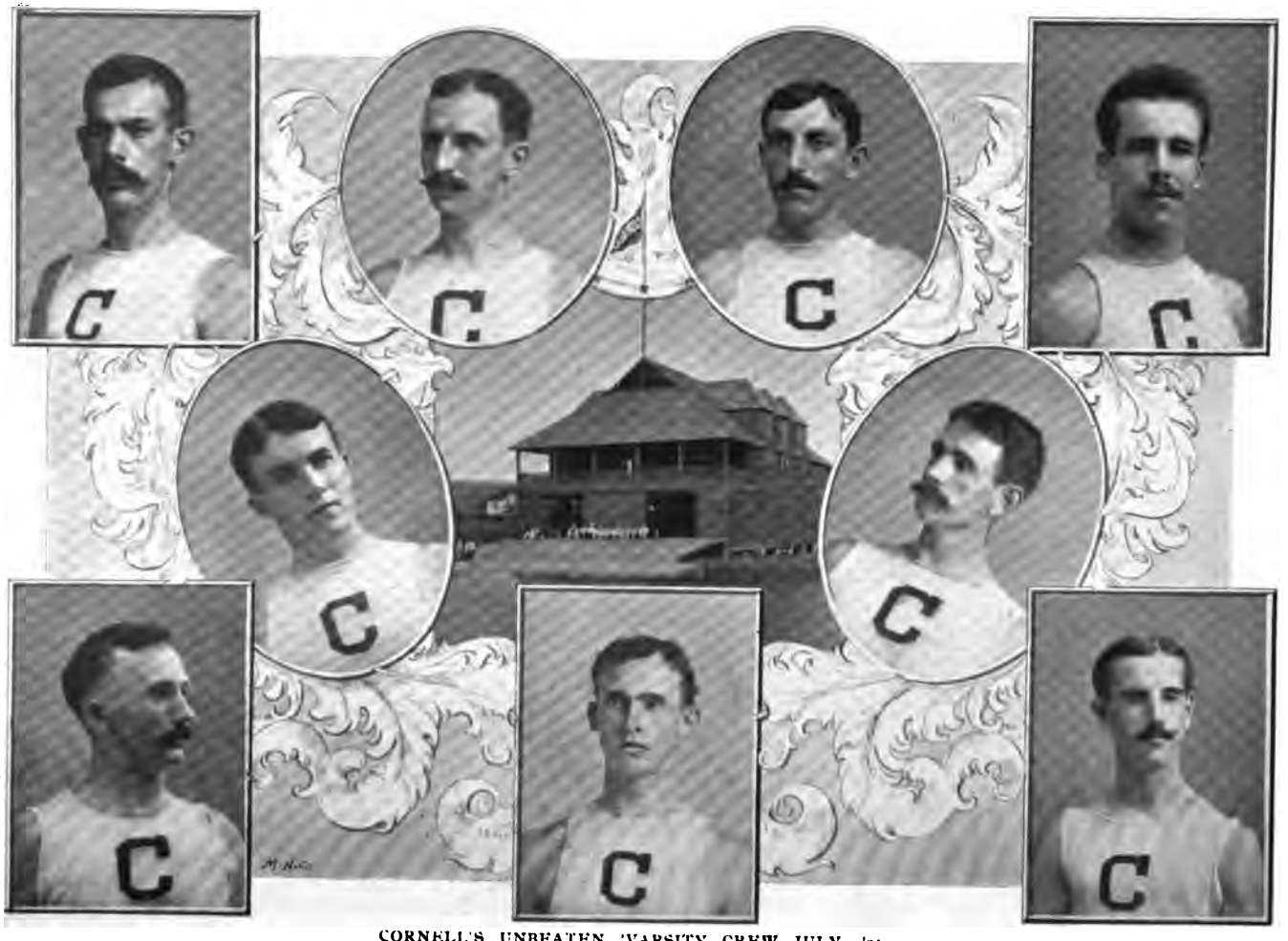
These in general being the effects of physical training, let me indicate briefly their relation to general and technical education.

The general effects of exercise may be summed up in one word, *Health.* The other effects of which I have been speaking by the word *Education.*

1st. It is a necessity in order to do the best thinking and living

CORNELL'S WINNING CREW—JULY, '91.

G. P. Symonds, Bow. C. J. Barr, No. 6. M. H. Brown, Sub.
E. A. Griffiths, Sub. F. W. Kelley, Capt., No. 2 Chas. Courtney, Coach. A. T. Baldwin, No. 4.
G. P. Witherbee, Stroke. E. P. Allen, Cox. W. Young, No. 7.
C. B. Hadden, No. 3. G. V. Fowler, No. 5.



CORNELL'S UNBEATEN 'VARSITY CREW- JULY, '91.

J. M. Wolfe, No 3. H. A. Benedict, Capt., No. 2. T. W. Hill, No. 4. W. D. Osgood, Bow.
A. W. Marston, No. 5. W. S. Dole, Stroke. P. Hagerman, No. 6. D. Upton, No. 7. L. W. Emerick Cox.

that the brain be supplied with a regular and plentiful supply of blood; that this blood be kept free from carbon dioxide and charged with oxygen; and that it be well charged with good food materials. These results can only be secured when the heart regularly and vigorously sends the blood its customary rounds, when the lungs thoroughly purify it and charge it with oxygen, when the nutritive processes of the body are so stimulated that the digestive organs do their work with vigor and thoroughness. These three results are those secured by general exercise, and can not be secured to anything like their full extent without it.

Mind may not be physical, still it is almost absolutely dependent on the brain and this on the blood.

Brain building without good blood is like trying to build up a house without new materials by tearing down what was done in one part to build in another, in the hopes that eventually all will be built.

2nd. A symmetrically developed brain is impossible without the development of those centers which preside over muscular movements.

3rd. The brain centers which control muscular movement are located immediately in connection with centers of the highest psychic order, and the organization of the former with the consequent stimulated blood-flow and growth is markedly helpful in the development of the latter.

4th. The younger the child the more difficult is abstract thought. Physical exercises of the educational class afford opportunities for developing the will, attention, concentration in ways that are definite, tangible and real to the youngest. Weak-minded children differ from normal children chiefly in being backward. Judicious physical exercise, by calling for these backward qualities in a tangible way, and at the same time furnishing the food for their growth, has been the means of development of many who were both physically, mentally and morally backward.

5th. There are very few trades and professions but what involve physical action in some way, and generally of some unskilled variety. It is consequently of great importance that these portions of the economy, brain and muscle that are concerned in muscular action should be trained during the period of their natural growth, for, if neglected at that time, it never again will be possible to secure the best results. A small amount of work at the right time will do as much as a large amount later. There is a proper sequence in the development of the brain centers that should not be departed from.

We must remember that all forms of physical activity are materially affected by physical exercise. The highest form of exercise which the body is capable is expression of thoughts and emotions of gesture, attitude, facial motion or position, or inflections of the voice, and yet the acquisition of this is a part of physical training in its broad and true sense, training the body to express the mind, to mirror it out so that others may enter into the thought of the speaker.

6th. The quantity and quality of exercise given to students must vary with the age, quantity and quality of the study being done at the time. In general all need some health gymnastics. Little school-children need some of the elementary educational gymnastics. The higher grades should be trained in practical muscular control so that any of the trades could be taken up with greater readiness than usual, while the higher schools should be more engaged with the practice of expressional exercises.

Children should be so trained that skilled labor in any direction can be easily acquired. A well-trained mind will master a new profession much more quickly and thoroughly than one not so trained. This is equally true of the body.

I have made reference to health gymnastics and to educative gymnastics. If my paper had been longer I should have spoken of the third division of the subject, recreative gymnastics, and have tried to show how in them the will of the individual is allowed free play and that thus they are markedly different from educative gymnastics. This division of the subject is yet young, and it must enter largely into the work to be done by American school children.

The subject of physical training has been discussed very freely of late, but a great deal has not yet been accomplished, partly perhaps because there has been no definite plan presented that was thorough and complete, and that did not at the outset involve the expenditure of large sums of money.

I believe that the only real solution of the difficulties along these lines lies in the adoption by the public school system of the entire country of systematic, judicious physical exercise.

I believe that this can be done in a thorough manner with a comparatively small expenditure of money in the following way: Let each city appoint a superintendent of physical training. Let him adopt or devise a scheme of exercise that can be carried on in the present school rooms without further apparatus than the floor and desks afford. Of course this must be adapted, as I have already indicated, to all grades and for the various objects of exercise. Let him meet the teachers of the city once or twice a week and give them instruction in both the theory and the practice of the exercises for the pupils. Let this instruction be given in one of the large class-rooms in just the way in which the pupils should have it. Let these teachers then give the exercises to the pupils. I do not argue that regularly appointed gymnasiums are not desirable: they are, but excellent work can be done without them. The namby-pamby movements that usually go by the name of calisthenics are not what I refer to. I mean good vigorous exercise, both for health and recreation. The superintendent of physical education should spend his time aside from that required to instruct the teachers in systematic visitation of the schools and in council with the teachers.

The blind following out of any of the so-called systems of gymnastics will not accomplish what I have been speaking of. The best of

them, the Swedish system, was built up for Sweden. The nervous conditions of American city children are very different from those found in Sweden. The gymnastics which they are most profited by call for most intense concentration and self control and are not as beneficial to us as they might be. The American child is not the Swedish child and cannot be similarly treated if the best results are to be secured.

My reasons for advocating such a system are briefly: (1) that it can be done at once, it involves no great outlay at first, increased facilities can be given when the success is demonstrated, and (2) that I believe that thorough work in all the grades can be done in this way.

I wish that a commissioner of physical education could be appointed for the nation. Could not such an institution as the University of the State of New York employ a competent man to forward the interests of subject in the educational institutions of the State? Would it be possible, and if possible desirable, for the State legislature to render physical education compulsory in all the public schools of the State? Physical education has vitally to do with the mental and moral life of the nation. Few truths are more clearly taught by History than that the physical condition of the people determines the fate of the nation.

The growth of the cities, with the consequent city life, the general use of machinery, medical science keeping alive the weak, the increasing intensity of life, all combine to make natural physical exercise more wanting and artificial exercise more necessary.

LUTHER GULICK.

Evening.

The sun sinks to rest far out in the west
  'Neath blankets of warm crimson clouds,
And the trees are all still at the foot of the hill
  For the shades are their sleeping shrouds.

Through the darkening sky with a voiceless good-bye
  The last bird wings slowly to rest;
The last cares of the heart with the evening depart,
  Night whispers fow, "Thou too art blessed."

—W. A. JAYCOX, Union, '87.

Princeton Sketches II.—In Good Old Colony Days.

BY GEORGE R. WALLACE, A. B.

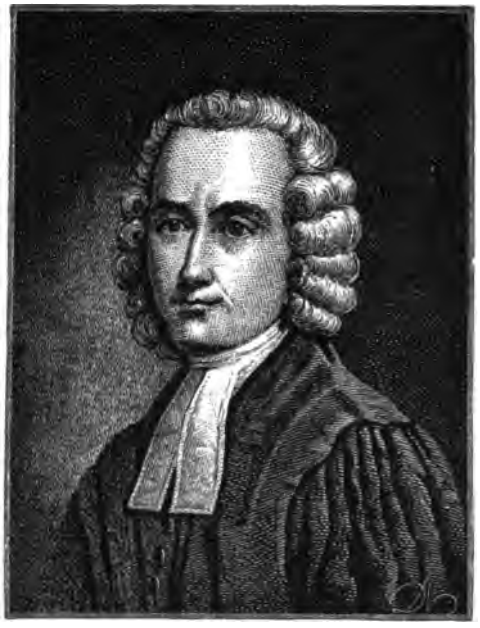
Our weary travelers pass along,
Cheered by the wildwood's merry song,
To where old Princeton's classic fane,
With cupola and and copper vane,
And learning's holy hours crowned,
Looks from her high hill all around,
O'er such a wondrous fairy scene,
Of waving woods and meadows green,
That, sooth to say, a man might swear
Was never seen so wondrous fair.

—*The Lay of the Scottish Fiddle.*

In the ancient town of Newark, on the 9th of November, 1748, were celebrated the "Public Acts" of the first commencement of the College of New Jersey. Before the manse, six young men in black gowns, standing two and two, formed the head of a column. Behind them were the sixteen gentlemen named as Trustees in the Royal Charter, while in the doorway stood the young President, Rev. Aaron Burr, in robe, bands and wig, his gentle, intellectual face contrasting pleasantly with the shrewd and courtly expression of His Excellency Gov. Belcher, who, as President of the Board of Trustees, stood beside him, gorgeous in the court costume of the 18th century. At the order, "Progredimini juvenes," the procession moves to the church, the candidates walking uncovered. There is "an elegant oration in the Latin tongue" by the president, there are learned disputations in Latin by the candidates, an address the *Orator Salutatorius* delivered "in a modest and decent manner," not to mention other imposing ceremonies, before the degrees are conferred, "all which being performed to the great satisfaction of all present, His Excellency, with the Trustees and Scholars, returned to the house of the President in the order observed in the morning."

About two years before, on the 22d of October, 1746, the first charter of the college passed the Great Seal and was attested by John Hamilton, Esq., President of His Majesty's Council and Commander-in-Chief of the Province of New Jersey. Although the grants under this instrument do not seem to have been perfectly satisfactory, the Trustees proceeded at once to elect the Rev. Jonathan Dickinson President of the infant institution, and the first term began on the fourth week of May, 1747. We do not know how many students gathered at Elizabeth Town to enjoy the instructions of the President and his assistant, but the probability is that there were about twenty. Like the more venerable universities of Europe, Princeton began with instructors instead of buildings, and the home of the President was the home of the college.

President Dickinson was a man of remarkable energy and ability. Besides performing his duties as President, he was minister of a large parish and a practicing physician of some repute. No man was more influential than Jonathan Dickinson in founding the college, and the prestige of his great name as a preacher and controversialist, both in his country and abroad, gave it an assured position from the first. He broke down, however, under the strain of his excessive labors, and died before the end of the first academic year.



PRESIDENT JONATHAN DICKINSON.

The Rev. Aaron Burr, a young man of thirty-one, but whose reputation was already made, was elected as his successor, and the college moved to his home at Newark. It was Mr. Burr's good fortune to begin his administration with the new charter, a much more liberal and satisfactory document, which had been procured through the interest of Governor Belcher.

We know little of the daily life of the college for the next eight years. The students lived dispersed in private lodgings, and attended the academic exercises, which were generally conducted in the county court house. The county court house was in those days the centre for the business, politics and gossip of the neighborhood, and the demoralizing influence upon the students was felt to be so serious that only the "indefatigable industry and vigilance" of President Burr was able to guard against "the difficulties and dangers of these circumstances."

During the eight years' sojourn of the college in Newark, the Trustees were studiously engaged in devising means for the erection of suitable college buildings, particularly as they desired to remove the students at the earliest opportunity to a place "'more sequestred from the various temptations attending a promiscuous converse with the world, that theatre of folly and dissipation." Newark is better now, but it was a sad town one hundred and fifty years ago. A number of prominent gentlemen in the colonies were appointed to canvass for subscriptions, a lottery was drawn in the Province of Connecticut, and two embassadors were sent to great Britain to solicit funds. The Independents, Presbyterians and Baptists of the mother country responded so

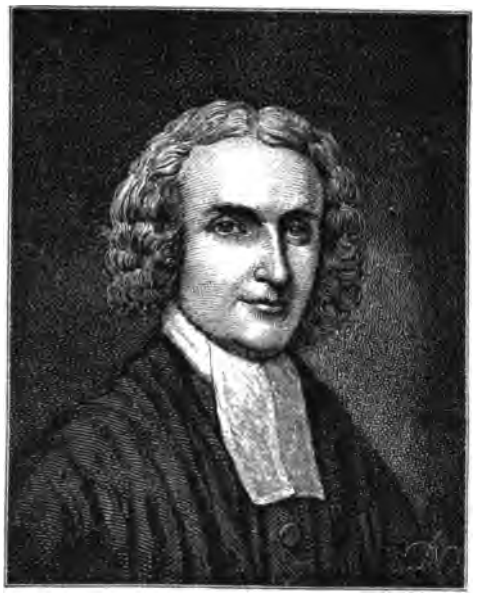
generously, that the Trustees, as early as 1750, were able to make overtures to Prince Town and New Brunswick for a permanent location. The superior enterprise and public spirit of the citizens secured the prize for the former town, and on July 29, 1754, "Joseph Morrow first set a man to dig the college cellar."

For many years the college was the largest building in the colonies. "This edifice being nearly finished, and considered as sacred to liberty and revolutionary principles, was denominated NASSAU HALL, from that great deliverer of *Britain* and assertor of protestant liberty, K. WILLIAM the IIId, prince of *Orange* and *Nassau*. It will accommodate 147 students, computing three to a chamber. These are 20 feet square, have two large closets, with a window in each for retirement. It has also an elegant hall of genteel workmanship being a square of nearly 40 feet with a neatly finished front gallery. Here is a small, though exceeding good organ, which was obtained by a voluntary subscription. Opposite to which, and of the same height, is erected a stage, for the use of the students in their public exhibitions. It is also ornamented, on one side, with a portrait of his late majesty, at full length; and, on the other, with a like picture (and above it the family-arms neatly carved and gilt) of his excellency Governor Belcher. The library, which is on the second floor, is a spacious room, furnished at present with about 1200 volumes, all which have been the gifts of the patrons and friends of the institution, both in *Europe* and *America*. There is, on the lower story, a commodious dining hall, large enough to accommodate as many as the house will contain, together with a large kitchen, stewarts' apartments, etc. The whole structure, which is of durable stone, having a neat cupola on its top, makes a handsome appearance; and is esteemed to be the most conveniently planned for the purpose of a college, of any in *North America*."

In the fall of 1756, President Burr moved, with his flock of seventy students, to the quaint old town on the King's Highway. A more favorable site could not have been chosen. Midway between the two great cities of the seaboard, "it stands on the first high land which separates the alluvial plain of South Jersey from the mountainous and hilly country of the north. There is a gentle depression between it and the mountain, and a gradual descent on either side of it, towards the streams that nearly encircle it." The town has spread itself comfortably over the broad tortoise-back hill, nearly encircling the campus, whose groves and towers occupy the highest part, and overlook the rich garden-lands of Jersey. Far to the south stretches an undulating champaign, whose varied expanse of field and forest is now dotted with farm houses, or pierced by the ascending shaft of a white steeple, marking the site of some country village. Forty miles away, in the mellow haze of the horizon, the blue ridges of the Navesink Highlands brace the curving line of the coast. On the east, are the rolling foot-hills of the mountains, growing more rugged towards the north, while the western plains slopes gently to the Delaware River. Our founders are justified in regard-

ing their new home as 'not inferior in the salubrity of its air, to any village on the continent.'"

Unfortunately for this generation, no gossiping old traveler seems to have gone through New Jersey in 1756, and we do not know exactly how things looked to the new students. The chances are, however, that such a traveller would have seen a town very similar to that which met the eyes of the Marquis de Chastellux when he went through in 1780. The Marquis has left us an aged and time-stained volume of "Travels in North America," in which he tells us that "beyond King's Town, the country begins to open and continues so to Prince Town. This town is situated on a sort of platform not much elevated, but which commands on all sides; it has only one street, formed by the high-road; there are about sixty or eighty houses, all tolerably well built, but little attention is paid to them, for that is immediately attracted by an immense building, which is visible at a considerable distance. It is a college built by the State of Jersey some years before the war. It is situated towards the middle of the town, on a distinct spot of ground, and the entrance to it is by a large square court, surrounded by lofty palisades." This "square court" was that part of the campus in front of Old Nassau. As late as 1764 it was without a single tree, and the only harbinger of our glorious elms, was a solitary bush in the yard before the President's house (now the Dean's). The two large sycamores standing before the Dean's house, were planted by order of the Trustees in 1765.



PRESIDENT AARON BURR.

In those days of classical models, college life was a little more stately than one of this irreverent age would be inclined to tolerate. It must have been a goodly sight to see the President, tutors, and students, all seated together in the wide dining hall, clad in the scholastic gown, and arranged according to rank and seniority. They lived very substantially on "almost all the variety of fish and flesh the country here affords, and sometimes pyes." At dinner, they drank small-beer or cider, and at supper, milk or chocolate. Young gentlemen who chose to indulge in that luxury, were occasionally permitted to make "a dish of tea" in their apartments.

At five o'clock in the morning a large horn was blown in the entries, which, as a Freshman of the day sadly remarks, sounded like the last trumpet. This blast summoned the students to morning prayers. The students were not allowed to leave their rooms without permission, unless half an hour after morning prayers or recitation, an hour and a half after dinner, and from evening prayers until seven o'clock, on the penalty of four pence for each offense. Other College Laws throw a curious light on the customs of the academic body in colonial days. "None of the students shall play at cards, or dice, or any other unlawful game, upon the penalty of a fine not exceeding five shillings for the first offense; for the second, public admonition; for the third, expulsion. No jumping, hollaring, or boisterous noise shall be suffered in the col-

OLD PRESIDENT'S HOUSE, NOW DEAN'S.

lege at any time, or walking in the gallery in the time of study. No member of college shall wear his hat in the college at any time, or appear in the dining room at meal time, or in the hall at any public meeting, or knowingly in the presence of the superiority of the college, without an upper garment and having shoes and stockings bright. Every scholar shall rise up and make obeisance when the President goes in or out of the Hall, or enters the pulpit on days of religious worship. Every Freshman sent of an errand shall go and do it faithfully and make quick return. Every scholar in college shall keep his hat off about ten rods to the President and five to the Tutors."

The annals tell us that Oliver Ellsworth, of the class of 1766, was summoned before the college tribunal, charged with violating the last named rule. Mr. Ellsworth made his defense after the following manner. "A hat is composed of two parts, the crown and the brim. Now

this hat has no brim, consequently it is not a hat, and I can be guilty of no offense." The logicians of the Faculty found the syllogism correct, and the defendant was discharged, although it afterwards came out that the brim had been torn off with a view to making a test case. In recognition of the legal sagacity displayed in this case, this student was afterwards appointed Chief Justice of the Supreme Court of the United States.

The old inns and taverns were no small feature of Princeton student life of the eighteenth century. Big, lumbering mail coaches, private carriages, heavy freight wagons, droves of cattle—the whole body of land communication between Philadelphia and New York rolled through the little town. Those wonderful coaches put on in 1766, which made the journey between the two cities in the unprecedented time of two days, and won for themselves the name of "flying-machines," dashed by the campus daily. All this travel enriched a number of inns whose names only remain. We hear of tavern signs, such as "Hudibras," "Confederation," "Gen. Washington," "The College," "Red Lion," "City Hotel," "Mansion House," "Nassau Hotel," of which (excepting the last) the names only remain. We catch glimpses of students mingling with travelers in the wide inn-rooms, and indulging occasionally in heavy drinking and wild pranks, greatly to the scandal of "the superiority of the college."

It was at "Nassau Hotel," kept by John Joline, "as arrant a tavern-keeper as any in Christendom," that Jas. R. Paulding, assisted by Washington Irving, composed that sparkling burlesque, published anonymously as "The Lay of the Scottish Fiddle." In the third canto is a description of a *convivium*, which scarcely tallies with the rigid rules and solemn portraits that have come down to us from our academic ancestors.

Around the table's verge was spread
Full many a wine-bewildered head,
Of student learned, from Nassau Hall,
Who, broken from scholastic thrall,
Had sat him down to drink outright
Through all the livelong, merry night,
And sing as loud as he could bawl,
Such is the custom of Nassau Hall.
No Latin now or heathen Greek
The *Senior's* double tongue can speak,
Juniors, from famed Pierian fount,
Had drank so deep they scarce could count
The candles on the reeling table.

While the "emulous Freshmen" were in a still worse condition. Such bouts, we may believe, were rare. But in the middle of the jollity, a traveling fiddler arrives,

And many lads and lasses, too,
A buxom, witching, merry crew,
As love's true gramayre ever knew,
From country round have come, they say,
To dance the livelong night away.

Flew ope the door and in there came
Full many a dancing, loving dame,
With chintz short-gown and apron checked
And head with long-eared lawn cap decked,
And high-heeled shoes and buckles sheen,
And bosom prank'd with boxwood green,
With these, well paired, came many a lad
With health and youthful spirits glad,
To caper nimbly in Scotch reel,
With toes turned in, and outward heel.

We will leave this goodly company to dance the night away. Some hours later the students learned will return to Nassau Hall, slipping quietly down the long corridors and turning their keys with a delicate consideration for the repose of the Tutor next door. Next morning at five o'clock, in gown, with shoes and stockings tight, they will be in their accustomed chapel seats, looking like veritable incarnations of the rigid rules we read about. Some years later, in shabby continentals, they will be fighting the great battles of American independence, or, under the dignity of full-bottomed wigs, advocating in State and national halls the great measures of freedom. For among these students, whose fresh, youthful faces peep out from behind the classic masks, are those whose names will be held sacred by succeeding generations—men destined to guide armies, frame laws, sign with their own hand the Declaration, and one who will frame the document which makes us a nation and sit with honor in the Presidential chair.

GEO. R. WALLACE.

The Spirit of the Chimes.

From out the lofty tower
In the early morning's light,
The chimes are pealing a glad farewell
To the gloomy shades of night.

The master stands at the key-board,
And 'neath his skillful hand
The bells ring out—now soft and low;
Now echoing through the land.

And as he plays, he ponders
In gay or solemn vein,
Till thoughts far, far, too deep for words
Creep into the bells' sweet strain.

But the busy, thoughtless, hurrying throng,
Filled with the cares of day,
Give little heed to their cadences,
As they haste upon their way.

What though the hand that moves the keys
Be gay to-day, or sad?
What care they, though the undertone
Be mournful, now, or glad?

Yet 'mid the hurried jostling throng
There is, perchance, sometimes
A soul that listens, and responds,
To the spirit of the chimes.

—EDWARD M. BURNS in the '92 *Cornellian*.

The True Scope of College Discipline.

BY PROF. JACOB COOPER, RUTGERS COLLEGE.

THE frequent references to the education and attendant discipline of our young men in College and Universities is a clear index of its importance. The interest felt is natural. For no other body of equal size contains so much worth, or is destined to wield so much influence. Of all the topics relating to the general problems of education, this is the most weighty, because from colleges are taken the leaders in every department of teaching and culture. Neither the frequency nor ability with which such a subject is discussed is any reason why it should not be taken up again; since every nature which interests us is infinite in its scope, and therefore inexhaustible in its treatment.

How shall we manage our youth who are in the higher Institution of learning in order to get the best work from them, and in doing so to effect the best discipline in mind and heart? It is not proposed to discuss the material or length of the curriculum; whether the age at entrance be greater or less than at present, or the requisitions for admission more stringent. Nor yet, whether the intitution shall be recitation or by lecture; whether the marking system be employed, nor the frequence and rigour of examinations. None of these matters concern us at present, except incidentally as they bear upon our main subject.

What relations between professor and student are adapted to produce the best results? Our topic may be conveniently treated under three aspects.

I. What sort of a creature is a College Student?

II. Is he to be made over or developed?

III. Ought Discipline in knowledge to be separated from Discipline in Religon?

I. What kind of material have Colleges to Discipline?

It undoubtedly represents the best elements of our people, both for its ability and previous culture. While every station contributes its quota, our students are largely made up of two elements.

First, those who came from cultivated and well to do families, and represent, in the main, the worths and religious forces of the country. They have already enjoyed great advantages, and have laid the foundation of national obedience. They have lain in a pure atmosphere, and inbibed during childhood that unconscious culture which is the best warrant for future good conduct. They have the leaven of our common Christianity, whether they profess it or not. Whatever they may not know, however faulty their literary preparation may be, one thing may be safely assumed: All students who come from the better classes, which furnish the majority of those who seek advanced education, do

not need to be taught either manners or morals. They are not perfect in either; but the first principles have been implanted, and can be utilized better by assuming that they will develop themselves in the right direction, than by fault finding and arbitrary attempts to correct trifling errors.

The second element of student patronage consists of those who come from poor surroundings; not necessarily vicious, but humble. Such young men are superior to their environment, and have evinced this by the fact that they have made themselves able to knock for admission at the doors of a college. They have already wrestled with the difficulties which no language can adequately describe.

They have displayed a heroism equal to that of the bravest soldier on the field of battle. Their struggles would seem incredible to any but those who have experienced the like, because through the modesty of true worth they are not exposed to the world. Such youths come to college with fixedness of purpose. They have consuming desire to gain knowledge that they may have greater powers to do good. There is a divine spirit stirring within them, which is the earnest of success. They may be awkward in manner and uncouth in looks and dress. They often offend against the rules of polite breeding, because necessary toil has shut them out from all schools and manners. They may through ignorance — not with malice — encroach on the right of their fellow students, or even of professors. But they come to be taught, and every fibre of their nature absorbs instruction as the sponge does moisture. They may, they should have spirit, even as others of their own age, and thus sometimes be rude and noisy, for all healthy young men should run over with fun and frolic. If they do not have this temper they are sick, or their spirit crushed by hardship.

This second kind of students, having already risen superior to home environment because there is an intense desire for improvement, needs little watching and no caustic reproof. Their best instruction in deportment comes from the society of their companions. The good natured chaffing which is a marked feature of student life, is the proper antidote to rule an uncouth conduct. The attrition caused, it may be, by the over-refined dandy mingling with the new country lad, is equally good for both, since each is corrective of the other's errors.

A class of youg men between the ages of sixteen and twenty-two, drawn from the sources described, as it finds its way to the recitation room of a college, contains unlimited possibilities for moral growth. It possesses every degree and kind of excellence, including all the elements necessary to secure gentlemanly conduct provided its interest power is not antagonized by needless interference. Thence every college officer may trust his classes to behave themselves in the proper way provided he shows confidence in their general purpose to do right. For it is a truth of universal application that men will do better when their honor is trusted than when suspected.

We should always remember that the student does not come exclu-

sively for study, for the routine work of the class room. He comes to enjoy a charmed existence which is the right of ambition, and chastened by the growing sense of responsibility which a wider acquaintance with the world engenders. Under all his rollicking, there is a determination to work and make something of himself. Despite his fun and frolic, his rough play and innate desire for mischief, there is both a vein of goodness and willingness to grapple with difficulties, a pleasure in hard work and a readiness for generous self sacrifice. He expects to have a good time in his college days, and should not be disappointed. For no man can do his best work while unhappy. Hence it is as much one's duty to be happy in this world as in the next, and every living creature will be able to exert greater power when the body is strengthened in its activities by the glow which a cheerful spirit imparts. As the expectation that he is going to have a merry, a joyous and a bright life at college is reasonable, it should be recognized as his right. This being the case it is just as much a part of the institution's duty to add in every reasonable way to this happiness as to teach him in literature and science. For success is dependent on the spirit with which the pupil works, and hence there should be as much care exercised to keep his mind in a fit condition to receive information, as in imparting it. If he be unhappy, or soured, through a feeling of wrong, even though it be unjustifiable, his mind is closed against instruction from books, and his heart rendered impervious to that better influence of his teacher's character.

II. Our next inquiry: Is the student to be made over, or developed, in his individuality? This part of our subject may be properly considered under three heads.

(*a*) Unconscious influence.

(*b*) Formal restraint: that is College Government proper.

(*c*) Teaching *ex Cathedrâ.*

He is to be made a cultured man with mind and heart disciplined for all good uses. It is with him the transition period during which he goes into a sort of retirement; not in a cloister where his powers will be awakened through disuse, but where he will be freed, for a season, from the distractions of care and business; where no sounds of strife for gain, no rude jostling in the marts of trade, disturb his quiet growth. There is the place and the period for gathering strength to meet the real battles of life. There he is to be made or marred in the brief period of pupilage. The transformation in four years is marvelous. This may be seen especially in the case of those who have had to struggle with poverty and have not enjoyed the blessings of a cultivated home. These make their first appearance about the college as timid, uncouth creatures. They pass a poor entrance examination, and if they get through it is rather by faith than works. They not only look, but feel awkward.

They are the pest of the dandy student, and try the patience of their instructors. But they come to learn, and will not be contented without getting that for which they come. They have a latent idea of their own powers,

but feel the need of associates for mental help. They are studious, docile, grateful. While feeling their own inferiority, they are not craven; close application to study, and cheerful obedience win favors from all whose favor is worth possessing, and puts to shame censorious criticism. Confidence is gained by measuring intellectual strength with their peers. The rough exterior derived from hardship and humble surroundings, is cast off like the covering of the chrysalis; and at graduation we see the manly, refined, capable scholor, equipped in culture for the best productions among his fellow men. He has gained that for which he came to college. By good natured rivalry, and the prudent oversight of their instructors, they have learned not to think more highly of themselves than they ought to think. The interaction of these diverse elements in the world of academic life, is the best preparation for that larger sphere, which opens up to every college graduate who has sufficient strength of character to enter and occupy.

To insure this result, must the student be fashioned *de novo*, or does dicipline consist in developing individual character? Undoubtedly all curative progress, whether of body or mind, consist in wisely aiding nature. If you destroy these you destroy the man. The Leibnitzian theory of Monads holds good of the human soul. For there is a personality, which under all changes modifying the difference of character, must be retained. Each soul has its own position in the world ex-officio by creation. The germ swells into the bud, the bud unfolds into the flower and matures the fruit. Culture shows the good effort at each stage, not by distinguishing the essential nature, but by enabling it to slough off that which is undesirable and amplifying the qualities to be retained. This is nature's way. The tree must first be planted in good soil, then nourished by suitable plant-food, drawn from earth, air, and water. It is to be shielded by enclosure from all influences which can harm, and so stimulated to develop its powers.

A good college embodies incalculable moral forces. They do not consist, exclusively, in Libraries however large and well selected, in magnificent architecture, though this is a teaching force, as well as a convenience, not to be despised. Neither do men of great ability and wide reputation, filling the chairs of institutions, constitute the whole. All these might be combined and yet fail to make a college of the first excellence. There is something intangible, which, in the hiding of power, in these exceed precicnts made up of all combined influence of library, architecture, teaching, force, and Alumni who have left their impress. There is the *Genius Loci*, whose presence pervades the whole locality. When the student is planted in such a soil, if there is anything in him it will be quickened into activity. Take Oriel College, Oxford, at a certain period of its history. There was the silver voiced Copleston with the keen dialectics of Parmenides; the clear headed, honest, witty but awkward Whatèly; the gentle, poetical Keble; the shrewd compromiser Pusey; the classic, eloquent Newman, combining the faith of a church Father with the trenchant pen of a critical Reviewer. These

with their confreres scarcely less able, created an atmosphere, which of itself was a force of education sufficient to quicken and call out every notable impulse of the soul. Such environment does more than anything to form great men, provided there is material to be fashioned. It cannot create intellect when the genius does not exist, any more than Hartmann can put life into his caldron where he manipulates his *Stoff*, or Hegel evolve *Seyn* out of *Nicht Seyn* by the incantations of his logic. But the spirit which prevades the place where such men live will take possession of the student who has any receptivity. It will prove a subtle energy in his mental frame, arousing him as Venus' fire of Soul excites Sappho.

All places cannot be like Oriel, nor can any but the favored few be admitted to such a penetralia of culture. Yet every college which has any *raison d'être* possesses something of this hidden force, and this will show itself by its results. This unseen, though potent factor, may be discerned in the influence of Woolsey at Yale, of Edwards at Princeton, of Hopkins at Williams, and of Nott at Union, who, though dead, still speak. Educators do not account enough on this factor. The visible and the tangible demand immediate attention ; the teacher is so much absorbed in his task that he is prone to live exclusively in the present. But we must remember that spiritual agencies are not bounded by time. They live *sub specie aeternitatis*, and their blessedness is felt forever more.

Akin to this is the unconscious force of the living instructor. It is not his learning alone, or perhaps, even chiefly, which constitutes his personal force. His character, which is his moral energy, and the one potent in controlling others, is made up of many elements. Great talents in one direction may be so neutralized by littleness in other ways, that, after striking a balance which the inexorable tragic of experience will always do, there is left but a very small residuum for good. This fact is doubtless the great secret of success or failure in the efforts of men wherever employed, but nowhere more plainly to be seen than in the college world. This energy like every other force is bound to work. For nothing can annihilate force, which performs its task, either in propulsion, in checking counter force, or overcoming inertia.

When you come near a really great man, you may feel his personality so as to become conscious of his greatness ; as it may effect you in ways not perceived at the moment, perhaps never. But still you have been attracted or repulsed, and the latent energies of your character augmented. Johnson said of Burke that no person could come near him, even though the meeting was as casual as the turning aside into a covered alley to escape a shower of rain, and the conversation limited to a single sentence from him, without receiving the impression that he was a great man. Usually the effect of distance on the angle of vision is reversed when we estimate the size of reputed great men. This is because their weak points betray them, and lessen the glamour of what is truly great in their character.

Thence the intellectual and moral force which a teacher possesse should be allowed to speak for itself. For nothing is more fatal to the impression which a teacher makes on his pupils than to talk about himself. He should be emphatically personal in the effect which his true weight of character produces on his pupils ; but wholly impersonal so far as even thoughts about himself are concerned. He should not, at least in manner, be conscious of his own existence. He should personify his subject his, and through this appeal to the sympathy which it is adapted to awaken in the minds of his hearers. He must actually lose all thoughts about his dignity and reputation ; and the more he can do this the greater will be his share in the affections and respect of his charge. If he loves his work and lives to do good to those who seek his aid, this self effacement will not be difficult and his reward is sure. For the young are susceptible of strong affections. They soon recognize these who love and live for them. Even the babe in the cradle knows, and will respond to the look of love which beams down upon its helplessness. Undoubtedly love is the chain that binds all moral love together, and is an attraction which exerts its powers through all intervening objects. If the teacher can wield this energy he can govern or rather it governs for him. If he is secure in the affectionate respect of his charges, they will in the main govern themselves ; or at most only require a word or a look. With such a power to back him, he is always secure of his position ; without it he has not his proper place in the progressive chair. By force and harshness, by the cunning which native keenness whetted by experience can employ, he can rule. But it will be by the progress described by Tacitus : "*Solitudinem faciunt et pacem vocant.*"

But little government in college is required. Few formal rules, no threats, no long talks about propriety, emphatically no scolding. For each student knows in advance how to conduct himself properly ; or, if he be an exception, he will be held in check by the others, provided the elements for good which have the ascendency in every class are not alienated by the folly of the teacher. With the force enlisted in his favor he will not be conscious of exercising authority, or his pupils feel its weight.

JACOB COOPER.

REV. ETHELBERT D. WARFIELD, A. M., LL. D., NEWLY ELECTED PRESIDENT OF LAFAYETTE.

THE NEW HOME OF Δ Δ Φ AT AMHERST.

Sigma Phi's Gift to Alpha Delta Phi.*

REMINISCENCES OF THE FOUNDATION OF ALPHA DELTA PHI AND PERSONAL RECOLLECTIONS OF SAMUEL EELS, ITS CREATOR.

BY DR. J. B. HAGUE, Σ Φ, HAM., '32.

IF, as it is said, we become garrulous as we grow old, you have placed me under a great temptation. Yet I trust that in going back to the former times, I shall not be among those who are always praising the past, and depreciating the present, but rather with those who have learned the practical, time-saving ways of the nineteenth century. In order to carry out the particular purpose which I had proposed to myself, and in connection with which I desire to comply with the wishes of others, I must confine my reminiscences to my own class—that of '32, of which only one, save myself, is now living. For the frequent references to my own personality, I must ask the indulgence of the reader, since I cannot speak of those with whom I was closely connected without some mention of myself.

There is what may be called a certain class pride of which every college graduate knows something. This principle is good in itself, and

* The above letter to the UNIVERSITY MAGAZINE was written by Dr. J. B. Hague at our urgent request, as we felt that the subject matter thereof would be of very great interest to at least two great college fraternities. Dr. Hague, of Hamilton, '32, is now nearly 80 years of age, and the only person living who personally and intimately knew the founder of Alpha Delta Phi, Samuel Eels, and was at the same time himself interested in the early formation of a Greek-letter fraternity. [EDITORS.]

when it has its proper play, it leads to results not undesirable. Each one wishes that his own class may contribute something, be it ever so little, toward the victory for the right side, in the great battle between ignorance and knowledge, barbarism and culture, which has always been going on in the world. I shall be pardoned then for making the most of my opportunity to say what my old class has done in the conflict of which I have spoken, and I must confine myself to those things which may be said to possess a public interest, and to have in themselves the element of permanency.

You get three things out of the class of '32, which in their results "remain unto this day." One of these is the Astronomical Observatory, the gift to the College of our Litchfield, and always associated with the name of that able discoverer of so many of the heavenly bodies, that there seemed to be given to him, one might say, the keys of the Asteroidal kingdom. There rises up before me the form of the amiable Litchfield, always in after life as in the day of his youth, kind, loving, and generous.

You get from the class of '32, in connection with members of three other classes, some of the founders of the Hamilton Chapter of the oldest Greek-letter society of this character—the Sigma Phi, and the Founder of one almost coeval with it—the Alpha Delta Phi. Browson, Brayton, Dean, Brewster, Crittenden, Litchfield, and the writer represent the one and Samuel Eels the other. All of these have gone but myself, and of the entire class only the Hon. Henry R. Payne, of Ohio, and the writer survive. The founder of the Alpha Delta Phi died at the early age of thirty-two, and half a century is completed in this very year since he left us; but his work remains in the society which he instituted, now so widely spread, and bearing in its list of members the names of many distinguished men.

Several gentlemen of the Alpha Delta Phi, whom I have had the pleasure of meeting on various occasions, upon learning of my class relations with Mr. Eels, have asked me for some reminiscence of their founder, who died so early in life, and so long ago. It stands there just above my own and seems to say appealingly, "You alone are left—say what you perhaps alone may say." I present then to these gentlemen, and to the society which they represent, some recollections of my classmate, happy in being able to bring up before them from the shades of two generations, this Samuel, without fear or danger, thanks to the better times in which we live. There must now be something of history.

In '31 and '32 there were in Hamilton College two literary societies, the Philoputhian and the Phœnix. These did most excellent work in their day, and subserved many useful purposes, but being purely literary in their character, they could not meet all those wants of our nature, which are sure to make themselves felt, as society and ourselves with it progress. The new elements needed are largely social and moral in character, and particularly, that combined form of these which lies in the word brotherhood. In such a state of things, there always comes a

incomplete indeed, yet in the main correct. There comes up before me the form of a young man of some two and twenty years. It is of the full, medium height, well proportioned, the shoulders a little full, the chestnut hair somewhat brushed upon the forehead, the face rather pale, the complexion fair, and the entire cast of the features expressive of firmness and decision. The whole manner is that of a cultured man, as the voice and speech clearly indicate. The hand is firm and strong and well made, and we may well take it into our own with pride and affection, for it is the hand of a scholarly christian gentleman. He had scarcely passed out of the days of his youth ere he was taken from us. Had my classmate lived, we would have heard from him through the Bench or the Bar, or the Professor's Chair, and Samuel Eells would have stood before us to-day "An old man mantled" with many honors.

J. B. HAGUE.

The Relation of Jurisprudence to Common Affairs of Life.*

An Address delivered at the Opening Session of the Law School of the University of the City of New York, on October 2, 1891.

BY AUSTIN ABBOTT, LL. D., DEAN OF THE LAW SCHOOL.

LAW is the one profession that combines Reason with Force. It is the peculiar function of the law to restrain physical force by reason; to control and use the physical force of the whole community according to reason. Other professions are devoted more immediately to doing good or to disseminating knowledge, but they are not intrusted with the power of the State to compel conformity to their doctrines. Law is preeminent in this, that its dictates are enforcable; they exist for the purpose of being enforced. Lawyers, and their chiefs, the judges, are charged with the duty of ascertaining and developing the principles of legal right and duty, and the State clothes them with power to compel submission. On the court-room bench sits a plain man in citizen's dress, and before him others stand in discussion. They are not distinguished by insignia from the spectators. They are discussing the rights of a little child, perhaps, or the fate of some miscreant taken in crime, or the merits of a contest between nations as to preservation or extinction of whole species of animals, or the possession of a ship, or the meaning of a promise. The discussion is interesting in itself. But what raises it to an importance and dignity beyond that of any mere discussion, is the fact that back of this plain man, whose judgment we wait for, stands the power of the marshal or of the sheriff and the county,

*To AUSTIN ABBOTT, LL. D., Dean of the Department of Law of the University of the City of N.Y.:
The undersigned request a copy of your learned and instructive Inaugural Address delivered in the Chapel, 2d instant, for publication in the UNIVERSITY MAGAZINE, and also in pamphlet form, believing its publication and circulation will promote the interests of the University.
Dated, NEW YORK, October 13, 1891. Yours truly,
CHAUNCEY B. RIPLEY, CHAS. INSLEE PARDEE,
HENRY M. BAIRD, JOHN HALL,
HENRY M. MACCRACKEN, ISAREL C. PIERSON.

CHAUNCEY B. RIPLEY, LL. D., and others:
MY DEAR SIRS:—With pleasure I comply with your request for a copy of the Address to which you refer. If it shall in any way contribute to the interest and enthusiasm of those engaged in the study of law, I shall be much gratified. I am Yours very truly,
AUSTIN ABBOTT.

and beyond that the military of the State, or the army or navy of the United States, or both. It is by this prerogative of his profession that every lawyer, no matter how meagre his attainments, or how inadequate his powers, is put upon a pedestal of public importance. The strength or the weakness of his argument is a factor in the power of the State or nation.

This physical force which it is the prerogative of the legal profession to invoke, is rarely resisted, and, therefore, rarely actually exercised. But it is because it exists, and is ready to be exercised, that it is so rarely necessary to exercise it or even to display it. Few persons appreciate the importance of this combination of force with reason, as constituting the power of law, and, therefore, marking the limits of its province.

Other professions, I said, are equally employed in reasoning, but their conclusions do not control force.

There is a story of a bishop living in the days when the church attempted to usurp or imitate the powers of kings by fulminating spiritual sentences against its opponents, and who taunted a judge with not being able to pronounce any severer sentence than "you be hanged." "Yes," retorted the judge; "but when I say 'you be hanged' you *are* hanged."

The dignity of the lawyer's profession lies not in the force which belongs to the law, so much as in the reason with which it is his function to dominate and control that force. Force is the characteristic of the profession of the soldier also, but it is not his business to reason about it. His duty is simply to obey; and if we rise from rank to rank in search of some one in the army or navy whose professional duty it is to reason about the right or wrong of the contest, we find no one until we come to the commander-in-chief, and nor even he, except as he is a part of the Government declaring the war; and when we reach that point we find that we have come into the domain of the lawyer, for the question of the right or wrong of a war is a question of international law, and the chiefs of the nation consider that as lawyers, not as commanders.

The history of English law has been the history of the power of reasoning in inducing royal force to do justice, and in preventing royal force from doing injustice. The occasions for a display of force by the people against the crown have been rare and brief compared with the long-continued and incessant pressure which the legal profession, enlisted in the protection of individuals, have steadily maintained against injustice. A race of judges and chancellors, at first mere servants of the crown, grew in time, through generations of forensic and judicial discussion, to be independent ministers of justice, able at last not only to hold the royal force in check, but to use that force freely for the administration of justice between subjects, without royal favoritism and according to enlightened principles developed by long experience of the results of reasoning upon justice.

The chief repositories of power in the English government were, in former times, ranked in this order: King, Lords and Commons. If we

add the Chancellor and Judges, we should enumerate them thus: The King; the Chancellor and the Judges, who were servants of the King; the Lords, who were tenants of the King; and the Commons, who were the leaders of the taxpayers and able-bodied men whose concurrence or submission the King desired to count on in any new undertaking.

"On one occasion, Moreton (the Chief Justice of Chester) happened to say in the House: 'King, Lords and Commons, or (directing his eye towards Pitt), as that right honourable member would call them, COMMONS, LORDS, and KING.' Pitt arose with great deliberation, and called to order. 'I have,' he said, 'heard frequently in this House, doctrines which surprised me; but now my blood runs cold. I desire the words of the honourable member may be taken down.' The clerks of the House wrote the words. 'Bring them to me,' said Pitt, in his loudest voice. By this time Mr. Moreton was frightened out of his senses. 'Sir,' he said, addressing himself to the Speaker, 'I am very sorry to have given any offense to the right honourable member or to the House. I meant nothing. King, Lords and Commons; Lords, King and Commons; Commons, Lords and King; *tria juncta in uno.* I meant nothing; indeed, I meant nothing.' 'I don't wish to push the matter further,' said Pitt. 'The moment a man acknowledges his error, he ceases to be guilty. I have a great regard for the honourable member, and, as an instance of that regard, I give him this advice: Whenever that member *means* nothing, I recommend him to *say* nothing'" (*Anec. Hist. of Parliament.*)

This traditional order is now reversed. Justice Moreton has proved at last to be right. Uppermost now are the Commons, and the next to these—subordinate to them—are the Lords; for whatever the Commons now require, the Lords must sooner or later concede. The Commons, followed by the Lords, are omnipotent. Next in power come the Chancellor and the Judges, merged now in one High Court of Justice, administering uniform law, instead of obeying a royal master. And the power of judicial reason which they represent has not left them wholly subordinate even to Parliament. The ascendency of jurisprudence, as reason in control of the government, has given the profession of the law exclusive possession of the judicial functions of the House of Lords as the court of last resort, and its decisions now rest with the Law Lords alone. Beneath all these—the High Court of Parliament and the High Court of Justice,—lies the Crown.

An observant visitor in London may see in the very stcucture and arrangement of that city the tokens of this historic character and function of forensic and judicial reasoning. The "City," proper, was the seat of wealth; the palace of Westminster, the seat of royal force. Midway between are the inns of court, where lived and studied the bar, whose chief function has been to reason before the Courts of the King in maintaining justice between the royal prerogative on the one hand, and popular rights and industrial freedom on the other; and equally in inducing the royal power to do equal justice between man and man in

the controversies which were indifferent to the royal interests. In the actual resistance with which the English have sometimes met the Crown, popular passion has often furnished the force; but in all instances where it has succeeded, it has done so under the guidance of reason, furnished by the great leaders of the bar, and by the growing independence of a judiciary amenable only to reason.

American history shows how the same progress of the reasoning power of law, in gaining control of force, has been carried a step further, in making the Organic Law, formulated in the Constitution, and interpreted by the judiciary, the supreme rule, and in subjecting legislation itself to the authoritative regulation of judicial reasoning upon the Constitution.

The result is that government, in its relations to subjects or citizens, has been transformed from an adverse force, with difficulty restrained by reasoning, to a helpful force, stimulated and guided by reasoning.

The function of the law is not only to resist and control political oppression, but also to supersede private violence. A part of historical jurisprudence interests us in tracing the process by which the private war of revenge gradually gave way to public justice.

The Mosaic Law affords a striking illustration. Before that law was given there was no Hebrew law for crimes of violence, except the rude law of retaliation. Bacon well said that revenge is "a kind of wild justice." Unrestrained indignation makes the punishment worse than the offense. An insult is only avenged by a blow; a blow, by knocking down; knocking down, by killing; the killing of one man is punished by the massacre of the murderer and his family. Moses himself understood this. In his earlier life he saw an Egyptian smiting a Hebrew; "and he looked this way and that, and when he saw that there was no man, he killed the Egyptian and hid him in the sand." (Ex. 2: 12). When Moses undertook the leadership of the people, he necessarily undertook to maintain justice, and restrain such violence. But he had no police, no prisons, no standing army other than the voluntary service of the people; no revenues but their voluntary gifts. A single precept illustrates the genius of his criminal law, and makes plain what Jesus Christ meant when he said that for the hardness of their hearts he gave them a hard law. His command was in effect that whoever witnessed an assault should immediately set upon the assailant and inflict upon him the same injury he had inflicted on his victim. But the same and no more. He limited the punishment by the offense. It was to be an eye for an eye, and a tooth for a tooth. This was not a sanction for cruelty; it was a restraint on cruelty. This was, for that people, the first introduction of an appeal to reason, to restrain private war. It was admirably calculated to awaken a sense of justice among men otherwise free to inflict unmeasured revenge. In another aspect it may be described as seizing upon the indignation and passion of the friends of the victim of an assault, and turning them into the officers of a rude law, and thus harnessing the force of natural vindictiveness by the restraints

of a rude equity. And he wisely forbade all favoritism. "Thine eye shall not pity," he said.

Many readers of early history overlook the fact that this process of restraining private violence is still going on. Few persons appreciate the influence our law has in preventing private violence by settling. rights justly, through the process of reasoning, of which I have spoken One judicial decision, which terminates only one existing controversy, prevents a thousand more similar controversies. Let me give you an illustration :

Some thirty years ago, a farmer in the interior of this State, having cut down trees which stood in the boundary fence and were intersected by the boundary line between his land and his neighbor's, was sued by his neighbor for trespass, and the court before whom the action was tried held that the plaintiff was entitled to recover the value of such proportion of the trees as was on plaintiff's land.

The nature of the right to such trees, singularly enough, had never been settled, and the case was carried to the court of last resort, where the different views were presented. Some authorities have been of opinion that when a tree stands partly upon the land of one person, and partly upon that of another, each owns only his side of the tree. Others have thought that each owns the whole tree in common with the other. In the court of appeals, diverse opinions in the English and the French law were reviewed, but the court were not prepared to decide this question, nor was it necessary.

They said, in effect, that even conceding that the one who cut down the tree had the right of a tenant in common over the whole tree, yet he had, in this case, destroyed, not merely used it; and therefore he was liable in damages, just as he would have been if he had destroyed a horse or a house that belonged to himself and his neighbor in common.

A few years afterward, in the western part of the State, a Dr. Hoffman had a cherry tree growing about two feet from the boundary fence, and its limbs overhung the grounds of his neighbor, Armstrong; Hoffman asked his sister, who lived with him, to pick the cherries, and she, leaning upon the fence was picking those which grew on the limbs which overhung Armstrong's land, when Armstrong appeared and ordered her to desist, claiming that the cherries overhanging his land belonged to him. As she did not yield, he used force to put her down, and she was injured, in consequence of which she brought an action for damages, and had a verdict for a thousand dollars. This question, too, of the right to overhanging fruit had been the subject of different opinions, and this case was also carried to the court of appeals for final determination. It is easy to see what conflicting arguments could be made. For Armstrong owning the ground overhung by these branches, was claimed the benefit of the familiar maxim of the law, that he who owns the soil owns all directly above it to the sky, as well as directly below, to the centre of the earth. On the part of Dr. Hoffman it was claimed, that as the whole

trunk of this tree stood on and grew from out his land, the whole tree and its fruit belonged to him. To this it was replied that where the roots of a tree draw part of their sustenance from a neighbor's ground, and its limbs overhang his land and ripen their fruit in the air and sunshine to which he has a right, such fruit fairly belongs to him. Against this it was urged that the penetration of the roots or the overhanging of the limbs did not give him any property in them. If he objected to the intrusion of the roots or the limbs, his remedy was to stop that intrusion, but if he neglected to do so, the fruit resulting from his suffering it to go on did not thereby become his.

The court took this view of the question as the reasonable and just one, and affirmed the judgment. These two litigations not only settled the quarrels which gave rise to them, but have probably prevented unnumbered trespasses, and settled without litigation unnumbered controversies that would otherwise have been subject of private hostilities. Ever since these decisions were made and reported in books contained in every lawyer's library, whenever a controversy about line trees or overhanging fruit has occurred, the lawyers have been enabled to say at once, when asked about the right of the matter, "the court of appeals have settled that; you have no right to destroy line trees without your neighbor's permission, nor any right to the fruit on limbs overhanging your ground from trees which grow wholly on *his* ground." These are but simple instances of the manner in which the results of a single litigation settle hundreds of controversies and prevent, it may be, a thousand more.

In all such cases it is the reasoning that determines the rule in the judicial discussion; but the parties rarely appreciate or even think of the reasoning. It is the existence of force behind the reasoning that quiets them. A single decision stills a thousand controversies, not because the contestants are contented with the reasoning, but because they are conscious that behind the reasoning is a verdict of perhaps a $1,000, and behind the verdict a sheriff with force enough to preclude all resistance. So far as the reports of our State show there has not been a single law suit about line trees or overhanging fruit since those decisions.

This characteristic of law,—the force actual or potential that is an element in it, explains several questions upon which you hear debate. It explains why law is not co-extensive with Ethics. Some well meaning men who have given more attention to Ethics than to law, say that everything that is wrong ought to be illegal. They overlook the fact that you must attach force to a rule, to make it law, and a rule that is weighted with force, you cannot carry so far as a rule that is voluntary. The force we have in law is the force of sheriffs, deputy sheriffs, policemen with an intermixture of politics. Lies, acts of vicious sensuality, broken promises, are wrongs, but even if it were possible to send a policeman or a deputy sheriff into every household where such a wrong is committed, to do so would turn society to chaos.

AUSTIN ABBOTT.

Columbia.*

BY RUFORD FRANKLIN, COL., '86.

PRESIDENT KING was a representative of an old and well-known family. His father was Rufus King, a distinguished patriot of Revolutionary times who served his country in many capacities, among others as Member of Congress, United States Senator and Minister Plenipotentiary to Great Britain; and was a Trustee of the College from 1806 to 1824. His appointment as Minister to Great Britain occurred in 1796, on nomination of President Washington, after he had declined the office of Secretary of State, made vacant by the resignation of Edmund Randolph. He was born in Maine, but took up a permanent residence in New York City in 1788; and in that City was born Charles King, his second son, on the 16th of March, 1789.† Charles was taken to England upon his father's acceptance of the office of Minister, and received his education at the celebrated Harrow School, and later at Paris. After his return to this country he entered for a while upon a mercantile career. In 1813 he was elected a member of the New York Legislature. In 1819 he became an associate editor of the New York *American*, becoming, a few years later, its sole proprietor and editor, a position he occupied thenceforth for about twenty years. He was the author of "A Memoir of the Croton Aqueduct," published in 1843, "History of the New York Chamber of Commerce," "New York Fifty Years Ago," and other pamphlets of an historical nature.

In 1851, Dr. Ravenhill died, and was succeeded in his office of Librarian by William Alfred Jones, A. M., a graduate in the class of 1836. On November 14, 1854, Dr. Renwick resigned his professorship and was made Emeritus Professor. This rank was instituted at the time for the purpose of appropriately acknowledging the services of those professors who had devoted themselves to the work of the college for a period of twenty years or more. It conferred certain privileges and honors upon the incumbent, and his portrait was to be painted at the expense of the college and hung in a proper room in the college buildings; but there were to be no stated duties imposed, nor, on the other hand, any salary given.

It was during President King's term of office that the college was moved from its original site to that on which it now stands. For nearly a hundred years the students had strolled, arm in arm, under the fine trees that shaded the old campus, or worked out their tasks within the

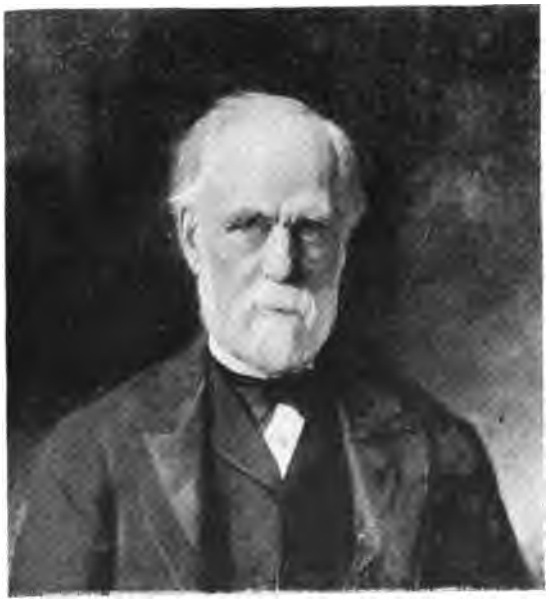
* Begun in December number.

† The sons of Rufus King were all remarkable and distinguished men. John Alsop King, born in 1788, was Member of Congress in 1849, and Governor of New York in 1857; and James Gore King, born in 1791, was an eminent banker, President of the New York Chamber of Commerce, and well known for his successful efforts in helping to arrest the progress of the disastrous financial panic that swept over the country in 1837.

WM. FELLOWES MORGAN, '80.

EDGAR FAWCETT, '67.

REPRESENTATIVE ALUMNI OF COLUMBIA.



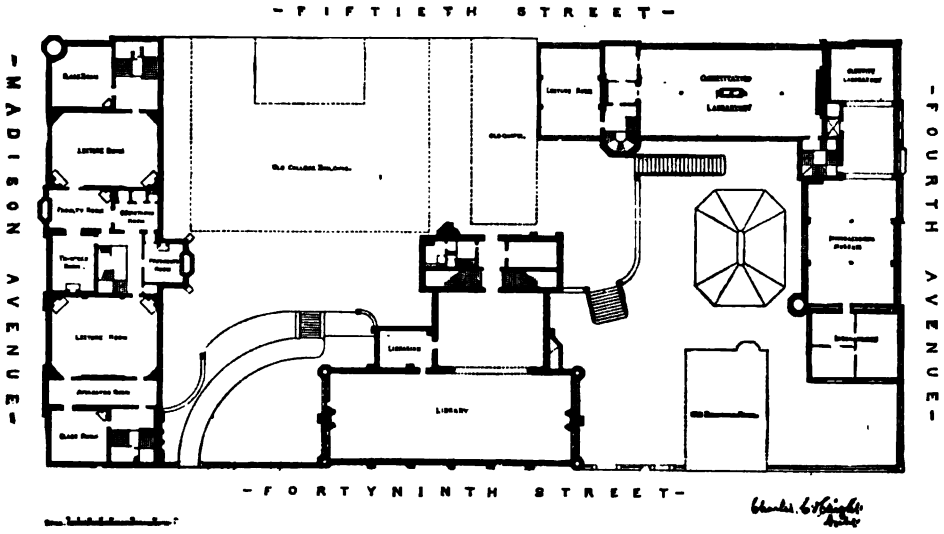
ABRAM S. HEWITT, '42.

PROF. HJALMAR HJORTH BOYESEN,
School of Arts.

PROF. THOMAS R. PRICE,
School of Arts.

REPRESENTATIVE PROFESSORS OF COLUMBIA.

PROF. WILLIAM A. KEENER,
Dean of the School of Law.



From Harper's Magazine. Copyright, 1884, by Harper & Brothers.

PLAN OF COLUMBIA AS NOW LOCATED.

walls of the long academic building that the Trustees had so proudly completed in 1760. Associations and memories clustered thick around the old place. Stirring scenes had been enacted there; and there had studied and played, and thither gone forth into the world, representatives, in many cases of several generations, of all the old families of the city, of the Astor, Beekman, Bogert, Cruger, Cutting, Duer, Gilford, Jay, Kip, Morris, Hoffman, De Peyster, Bleecker, Harison, Kissam, Lawrence, McVickar, Moore, Ogden, Post, Riker, Roosevelt, Sands, Pell, Rhinelander, Livingston, Remsen, Schuyler, Van Cortlandt, Van Wagenen, Van Wyck, Varick, Verplanck, Schieffelin, Schermerhorn and Winthrop families, and many others. There John Jay and Richard Harison, composing the entire membership of the graduating class of 1764, can be imagined holding a class-meeting, as to details of Commencement, perhaps—without, let us hope, the usual bickerings attendant upon such an assemblage. And how the earth must have trembled with a premonition of their future weight when Egbert Benson, Robert R. Livingston, Gerard Beekman, Henry Rutgers, John Vardill, John Watts, Benjamin Moore, John Stevens, Gulian Verplanck and Gouverneur Morris, all of whom were students together in the classes from 1765 to 1768, came together to discuss a cricket match or form a club for skating on the old Collect Pond! There Alexander Hamilton and Robert Troup, on that May evening in 1775, faced boldly, with delaying words, the angry mob that shouted violent threats at the Tory President of the college, Myles Cooper, while another student warned him of his danger and aided him to escape. There De Witt Clinton developed his mind to such extent as to enable him to grasp the full measure of the importance to New York and the whole country of the great enterprise of the Erie Canal.

There Daniel D. Tompkins, destined to be revered as Governor of the State and Vice President of the United States, spent his student life. There John M. Mason, Gulian Crommelin Verplanck, Nathaniel F. Moore, John McVickar, Charles Anthon, Frederic De Peyster, Hamilton Fish, Samuel Blatchford, John Jacob Astor, Henry Drisler, Abram S. Hewitt, James Watson Gerard, Morgan Dix, Joseph W. Harper, William Astor, Frederic R. Coudert, Stewart L. Woodford and Elbridge T. Gerry pored over their books and determined to become well-known men.

But the ruthless feet of the Genius of Commerce had trampled down the green fields that once pleased the eye on every side, and the necessity for retirement to a more secluded environment had become increasingly manifest. "The progress of trade soon filled those fields with habitations and removed from the shore of the college lawn the ripples of the gentle river. The academic caps disappeared from the brows of the youthful wearers; and houses and ware-rooms and streets crowded around, and stretched onwards and pressed upon the college precincts, until the voice of learning was almost stifled by the clamor of business; its atmosphere mingled with the atmosphere of trade; its objects began to be regarded as of secondary import; and the halls of study lost that calm repose without which study can never be profitably prosecuted. Although for some years before the removal took place, it became evident that it must occur at no distant period, its actual removal was yet made sooner than it was expected. The opening of a new street, directly in front of the building, taking from it all retirement and privacy, and the current of trade which poured steadily just in that direction, forced it to retreat. The old recollections which clustered around it of early friendships, and joyous sports, and youthful aspirations, were banished with regret; the old associations connected with the halls and the lecture rooms and the honored faculty, and even the neglected discipline, with pain were broken. It was painful, but it was proper; and the Government of the college did not hesitate to do it. They had not waited for the last moment, but had already taken such measures as were fitting for the occasion; and when the event took place, they were, so far as it was in their power to be so, prepared for it. It was anticipated that the same circumstances which compelled the removal of the college would eventually enlarge its income. It could not be known when, or to what extent, this enlargement would take place; nor what amount of expenditures might become needful; but it was plain that, after all expenditures, there would yet be an accession to its means. The college felt that it was incumbent on it to improve, if possible, the quality of its usefulness, and certainly its quantity; and it took timely measures to provide for every possible contingency."*

Actuated by these considerations, the Trustees, on the 3d of October, 1853, appointed a committee, with instructions "to inquire whether

* "An address to be prepared from the Trustees, setting forth, clearly and fully, the history of the recent change in and enlargement of the course of studies; and their purposes and hopes in regard to their future operations," by William Betts, LL. D., in the volume of "Inaugural Addresses," published by authority of the Trustees, New York, 1858.

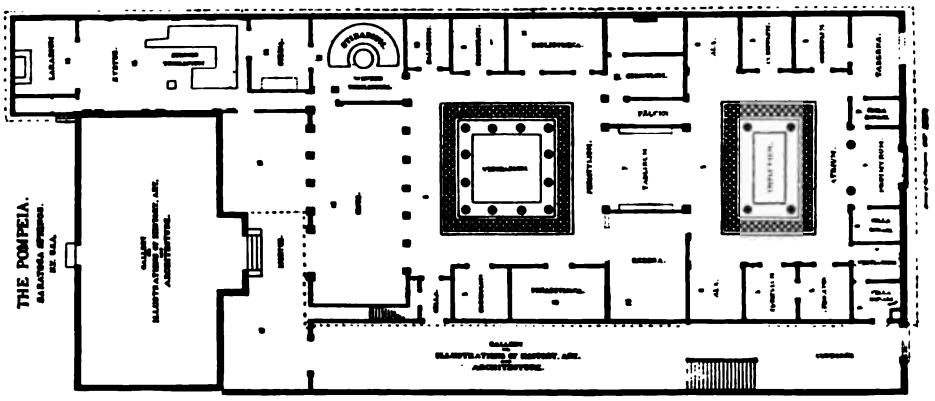
it was expedient to take any and what measures, for the removal of the College; and, in the event of such removal, whether any and what changes ought to be made in the undergraduate course, and whether it would be expedient to establish a system of university education, in addition to such undergraduate course, either in continuation thereof or otherwise; and that they should report fully as to the principles and details of any plan that they might recommend; and whether, in their opinion, it could be successfully carried into execution; and in connection therewith, that they consider whether, for the more effectual carrying out of such plan, and extending the benefits of the institution, it ought to afford rooms and commons, or rooms alone for resident students, or ought to have its seat isolated."

It will be seen that the scope of the instructions given the committee was sufficiently comprehensive. It was decided that removal was necessary. In the following month of November, 1853, the committee made a preliminary report to the Board. During 1854, favorable disposal was made, by sale and lease, of a portion of the property owned by the College; and on the 24th of July in that year a full and extended report was laid before the Trustees, outlining a statute for the proper carrying out of a more extended plan of instruction. Two years and a half elapsed, however, before the Board took definite action. The condition of the College treasury was not sufficiently encouraging to enable them to authorize an immediate trial of the proposed plan; delays arose in arranging for the removal of the College, and the old quarters could not furnish accommodations for a larger body of students and professors.

On the 12th of January, 1857, however, the time for removal approaching and an increased revenue seeming to be a probable consequence, the Trustees directed the committee "to bring in the full statute to comprehend the whole scheme of college and university instruction contemplated by their former report"; and on the 2d day of March following, the full statute was laid before them. In this brief interval, the site, on which stood the old building of the College, had been sold; and the removal was to take place in May.

RUFORD FRANKLIN.

(*To be Continued.*)



A Pompeian Home.

BY JAMES E. HOMANS, A. B., HARVARD.

THE Pompeia at Saratoga is a restoration of a Roman house. The restoration of a Roman house is in part a restoration of Rome—in a large part. For the restoration of a house tells us much of the daily life and personal habits of the people, and, although a small thing in itself, brings us into closer touch with life which through the darkness of the intervening ages we are often inclined to idealize or condemn overmuch.

A CORNER OF THE "POMPEIA" AT SARATOGA. EXTERIOR.

These ancients were the first of mankind to live in "flats." And their flats were in many ways superior to the "Palatial Apartments" of today. In some ways, too, we have improved on them. Thus we are very particular that the various orders of apartment should be carefully separated — this is both comfortable and advantageous, we think—but the Romans delighted in an incongruous medley of sleeping apartments, reception rooms, drawing rooms, baths, and kitchens. And if we may judge from

THE *TABLINUM* OF THE "POMPEIA," LOOKING TOWARD THE *PERISTYLIUM*.

the reproduction of their architecture at Saratoga,—and that is doubtless true to life in the majority of its details—they put their gods where we put our back doors. Still they were unflinchingly artistic through it all, and that, we of better days, often sadly forget to be.

The villa restored at Saratoga is from Pompeian originals, and is as nearly as possible a reproduction of the dwelling of the governor of that city, immortalized by Bulwer-Lytton under the name of Pansa. The coloring of the fresco work and the furnishings as well as the tapestry any scholar may readily imagine true to the life. There is a suggestion of that form of grandeur we have agreed to call "Barbaric," and the change from the dull matter-of-fact nineteenth century style of decoration—all more or less vulgar—is refreshing indeed.

From without the building makes no great pretensions to magnificence. It is a long low structure 75 x 200 feet, of one story in height through the most of its length, except about one-third of the same toward the middle of the structure where one may see the suggestion of a second story, looking very much as if some too previous modern had attempted to improve upon the ancient original with his curious ideas

of elegance. This part, however, is the residence during the summer of Mr. Smith, the designer and executor of the edifice, and is supposed to be absent when we make a survey of the total effect, and try to imagine ourselves back in Pompeii.

Forward of this anachronism is what the Romans called a *Solarium*, or roof garden. It is filled with a profusion of blooming plants, and surrounded by rows of caryatids supporting an awning.

Within is all the glory of an ancient Roman palace. We pass from the vestibule, over the mosaic floor with its fierce-looking dog and the

PERISTYLIUM FROM THE FRONT, SHOWING *PINATOTHECA* IN THE BACK GROUND.

"Cave Canem," and through the portieres enter the *Atrium*. Immediately in front of us is the *impluvium*, a shallow pool whose bottom is painted in blue to imitate the reflection of the sky. The *atrium* is really the guest-hall of the house, the one room where the friends and clients of the master could be received. For this purpose there are two small rooms off the extreme end of this hall (the *Alæ*, or wings), where private conversations upon social and political matters could easily be held by drawing the portieres, and giving the guest a seat in the darkness and privacy of this retreat. Strangely enough did these old Romans mix up

the privacy of their sleeping apartments with this public reception room. On either side are two *cubicula* or bedrooms, separated from the *atrium* by nothing more than the usual curtain-hanging. Although the Romans were accustomed to sleep in their apparel, we moderns can hardly understand how they were willing to submit to the obvious inconvenience of sleeping at all in the midst of this hall of gossiping busy-bodies and noisy clients—for they must have been as noisy then as their kind are to-day and seem likely to be forever. Some authorities think that these *cubicula* opening from the *atrium* were intended for the slaves and re-

PERISTYLIUM FROM THE REAR, SHOWING *BOLNEIUM* ON THE LEFT.

tainers of the household, but Mr. Smith seems to have reason for thinking otherwise in placing in the first of these a reproduction of an elegant bronze bedstead found among other treasures at Pompeii.

Immediately back of the *atrium* one enters the *tablinum*. This is an elegantly furnished apartment, the private retreat of the master of the house, where are kept the family records, the important documents and such treasures of art and *vertu* as he wished to appropriate to his own use. As may easily be seen by our illustration, this room was rendered splendid by the busts of ancestors and notables of mythologic and historic times.

From the *tablinum* we pass into the *peristylium*, a large court or hall with twelve columns which enclose a space known as the *viridarium*, in which growing plants were always kept, and images of Pan and other favorite deities among the verdure. On either side of this apartment are rooms similar to those in the *atrium*, two *cubicula*—another at the near end of the hall—and on the right the *bibliotheca* or library; on the left *pinatotheca*, or room for paintings. It is ridiculously small for such a purpose, we would think, and the library room is also decidedly out of proportion to what even the most dilettanti amongst us would deem necessary for the books a thoroughly-furnished house must contain. Look at the room, too; small as it is, half the space we would devote to books is filled with other things, some of doubtful bearing upon literature, all capable of being dispensed with. The papyrus and parchment rolls were preserved in brazen cylinders, and arranged along the wall on the shelf seen in the cut.

In the rear of the *bibliotheca* and opening off the *peristylium* is the *balneium*, or bath-room. This is to be seen pictured in Figure 7. The bath consists of a pool about four feet deep, sunk in the floor. On the walls of the room were frescoed representations of fish and marine animals as if in the deep sea. The ceiling is painted to represent the blue sky, and a pomegranate in full bloom ornaments the wall next to the deep-sea scene. In this remarkable apartment the ancient Pompeian

END OF *HORTUS*, SHOWING ENTRANCE TO SUMMER *TRICLINIUM* ON LEFT.

lord bathed when some emergency prevented his attendance at the public baths.

Immediately to the rear of the *peristylium* was the *æcus*, a large hall devoted to the use of large banquets, which were a constant feature in the homes of the rich. This apartment was modeled after the Greek idea of a banquet hall, and was borrowed from them by the Pompeians. It was large enough to contain two triclinia or reclining table couches. The regular dining-room opened off the *æcus* in the rear of the *balneium*, and to the rear of this again, separated from it by the kitchen or *culina*, was the summer *triclinium*, over which the grape-vines grew and cast a grateful shade. The winter *triclinium* was known as *stibadium*; while the other was called *zystus*. In the rear of the *zystus*, and the last thing the visitor is apt to see, is the *lararium*, or private shrine. The idea of placing the *sanctum sanctorum* in this out-of-the-way place was evidently to secure its complete privacy and sacredness.

THE *BIBLIOTHECA*, OR LIBRARY.

The *zystus* opened into the *hortus* or garden, which, in the Saratoga building, could, of course, be only imperfectly reproduced. Still it is sufficiently realistic to give us a fair idea of the beauty of this antique horticulture. We may imagine that we have roamed far enough in the garden to reach the frescoed wall at the further end, and this is eminently superior to the outlook on most of our modern city gardens.

Now, thanks to Mr. Smith, we have been looking backward into the old Roman days; we have seen them in their own houses and interviewed them upon their most private affairs. We can tell better what they lacked, and what we ourselves could with profit learn from them.

JAS. E. HOMANS.

The New England Primer.

BY THE HON., GEORGE G. MUNGER, WILLIAMS '45.

THERE lies before me a copy of the New England Primer, published in 1843, which has been in my possession more than thirty-six years. There had been no edition for more than fifty years until this publication. It is printed from the edition of 1777, and the publisher had two other editions before him, one of them that of 1770, and the other that of 1775. The present edition is a fac simile of the original book, being identical with it in size, appearance and contents.

It is not a ponderous volume, being four and a half inches long, by three and a half wide, and containing seventy-eight pages (not numbered). Its binding is of very primitive character, the covers being of stout board covered with strong paper of a blue color, and the back being sheepskin, and the book is held together by two pieces of red tape running through the leaves at the back, and fastened into the board covers under the blue paper.

The first public intimation which was given of the New England Primer was an advertisement in an almanac for the year 1691, printed in Boston, that "there is now in the Press, and will suddenly be extant, a Second Impression of the New England Primer enlarged, to which is added more Directions for spelling, the Prayer of K. Edward the 6th, and Verses made by Mr. Rodgers the martyr, left as a Legacy to his children. Sold by Benjamin Harris at the London Coffee House in Boston."

No copy of this edition, nor of any other, seems to have survived to us until that of 1770. The edition of 1777, from which the present one was printed, omits King Edward's prayer, but otherwise appears to follow the edition as above advertised.

It is thought that an abstract of this little volume sufficient to furnish a fairly accurate idea of its nature and contents, will be acceptable to readers who have often heard of the New England Primer, but have never seen it. They will thus become, in a measure, acquainted with a book which was a prime factor in the education of the youth of New England one hundred years ago.

The first page is devoted to the picture of "The Honorable John Hancock, Esq., President of the American Congress." On the next page is "A Divine Song of Praise to God for a Child, by the Rev. Dr. Watts," the first stanza of which, is :

"How glorious is our Heavenly King
Who reigns above the sky!
How shall a child presume to sing
His dreadful majesty?"

It should be here mentioned that the old style of writing the small *s*, resembling an *f*, is observed throughout the book.

The next page is the title page, as follows: "The New England Primer Improved, For the more easy attaining the true reading of English. To which is added The Assembly of Divines, and Mr. Cotton's Catechism, Boston, Printed by Edward Draper at his Printing Office in Newbury-Street, and sold by John Boyle in Marlborough-Street, 1777."

On the succeeding page will be found "The Young Infant's or Child's Morning Prayer," and the "Infant's or Young Child's Evening Prayer," both from Dr. Watts, and on another page are given, first, the letters of the alphabet, then the division of the same into vowels and consonants, and lastly, instances of "double" letters, "italick" letters and "italick" double letters. Then follows for several pages the formation of the letters of the alphabet into words; first those consisting of two syllables, then of three, and so on up to five syllables, and ending with "A Lesson for Children," consisting of nineteen short sayings, the first one of which is "Pray to God," and the last one of which is "Be Not a Dunce."

The letters of the alphabet are still further sought to be impressed upon the youthful mind by a series of pictorial illustrations (all of them of a religious character), for each letter, the letter thus illustrated being to the left of the picture, and on the right hand and opposite the picture there being a distich or triplet containing some word commencing with the letter. This is the famous string of quaint expressions, commencing with

"In Adam's fall
We sinned all."

and ending with

"Zaccheus he
Did climb a tree
Our Lord to see."

with which thousands upon thousands are familiar, who have never seen the book in which they originally appeared. The greatest altitude in his poetical flight was reached by the writer of these rhymes on the letter O, where he penned the following:

"Young Obadias,
David, Josias,
All were pious."

And he struck the note of plaintiveness, when on the letter P, he stated that

"Peter deny'd
His Lord and cry'd."

Then follows a catechism relating to scriptural personages, containing twenty-one questions, among which are, "Who was the first man?" "Who was the first woman?" "Who was the patientest man?" "Who was the meekest man?" Another exercise upon the alphabet is then given in a collection of sayings for the guidance of youth, each of which

commences with a letter of the alphabet in its order. The one for L informs us that "Liars shall have their part in the lake which burns with fire and brimstone." Then comes the Lord's Prayer and the Creed, followed by Dr. Watt's Cradle Hymn, commencing with

> " Hush, my dear, lie still and slumber,
> Holy angels guard thy bed,
> Heavenly blessings without number,
> Gently falling on thy head."

Next are given " Verses for Children," the first collection of which, or poem, purports to be spoken by a child just old enough to " speak and go alone." It extends through four pages, and discloses a familiarity with biblical literature quite remarkable for so immature a person.

> " Though I am young, a little one,
> If I can speak and go alone,
> Then I must learn to know the Lord
> And learn to read His holy word."

He calls to mind an instance of shocking naughtiness :

> " When wicked children mocking said,
> To a good man, ' Go up, bald head,'
> God was displeased with them and sent
> Two bears which them in pieces rent."

and then turns delightedly to a youth of very different principles and impulses :

> " That blessed child, young Timothy,
> Did learn God's word most heedfully ;
> It seemed to be his recreation,
> Which made him wise unto salvation."

Other " verses " follow, among which are those which all of us have spoken so many times in our childhood before " going to sleep."

> " Now I lay me down to take my sleep,
> I pray the Lord my soul to keep,
> If I should die before I wake,
> I pray the Lord my soul to take."

After these " verses " are " Some proper Names of Men and Women, to teach children to spell their own." These names are mostly scriptural, although among the " men's " names are Charles, Edward, George, Henry, James, etc., and among the " women's " names are Annie, Alice, Elizabeth, Grace, Lydia, Lucy, etc. There are 108 " men's " names and 62 " women's " names.

Then follows the famous picture of the martyr John Rogers being burned at the stake. At the left of the picture, on a sort of platform, stands the martyr, fastened to the stake, surrounded by faggots, which are blazing away and already beginning to envelop him in their flames. In the front of the picture is the devoted wife, with nine of her children standing beside her and another in her arms, while two of the myrmidons of the "blessed Mary" are near by for the purpose of preserving the

peace and seeing that the horrible execution was properly conducted, and the next six pages are devoted to the lines which the martyr composed a few days before his death and left as a legacy to his children, commencing with

> "Give ear, my children, to my word,
> Whom God hath dearly bought."

The picture of this burning is the last one in the book, and with the twenty-four illustrations of the alphabet constitute the pictorial side of the Primer. They were doubtless miracles of art in their day and generation, but are in the highest degree grotesque and amusing at the present time. There is not the slightest idea of perspective or proportion in them. The human beings are as large as the trees, the ravens which carried food to Elijah nearly equal him in size, and Noah's ark covers about one-twentieth of the earth's surface.

Some "Choice Sentences" and "Agur's Prayer," being the 8th and 9th verses of the 30th chapter of Proverbs, bring us to the "Shorter Westminster Catechism," commencing with "What is the chief end of man?"

The catechism is given in full, and contains one hundred and seven questions, and occupies twenty-four pages. Another catechism, by John Cotton, follows—more abstruse if anything than the Westminster, entitled "Spiritual Milk for American Babes, Drawn out of the Breast of both Testaments for their Soul's Nourishment." It contains sixty-three questions, and covers nine pages. "A Dialogue Between Christ, Youth, and the Devil" is next given, which is perhaps the most unique thing in the whole book. Youth commences by declaring that after having looked the whole ground over he has determined to live a life of pleasure, whereupon the Devil congratulates him upon his decision, and pledges him all the co-operation in his power, and Youth, pleased with his powerful ally, repeats his resolution. Christ now appears and remonstrates with Youth, but to no avail. The Devil still urges the delights of a sinful life, and Youth continues stubborn in his resolve to follow it, notwithstanding the importunities and advice of Christ, when the latter, his patience being exhausted, denounces Youth and warns him that he will be cut off in his sins and go to eternal death and misery. Death now makes his entry and takes possession of the youthful sinner. The "conclusion" or moral is thus given.

> "Thus ends the days of woeful youth
> Who won't obey, nor mind the truth,
> Nor hearken to what preachers say
> But do their parents disobey.
> They, in their youth go down to hell,
> Under eternal wrath to dwell,
> Many don't live out half their days
> For cleaving unto sinful ways."

The book closes with "Advice to Children" in about twelve lines, given by "the late Reverend and Venerable Mr. Nathaniel Clap, of

Newport on Rhode Island." From this analysis of the contents of this little work it is evident that religious instruction was its principal aim. The letters of the alphabet were taught to tender youth, but those letters were immediately put into religious words and names, and made the medium of communication of religious ideas and opinions solely. The utmost care was taken to exclude every element of secularity from the book. There was not, to be sure, the wealth of poetry and prose to draw from that exists at the present day. There were, however, Shakespeare and Milton and Dryden and Pope even then, and the beautiful religious poems of Cowper and Addison; but these were not sectarian enough for the young New England mind of that day, and there were the eloquent speeches of Pitt, and Burke and others in the British Parliament and of Patrick Henry in our own country; but even patriotism was a vastly secondary consideration compared with religious instruction upon the youthful intellect. Grace, culture, and refinement were not the features of New England education, either in childhood or at college, one hundred or one hundred and fifty years ago. The formation of a strong uncompromising religious character was decidedly preferred.

The three or four generations of New England people preceding the elderly people of the present day could tell us, if they were alive, how this little New England Primer was drilled into them as they sat on the oaken benches, without any backs, of the old New England school house. But, in those days, older people than school children resorted also to this little volume, and made almost daily use of it by reason of its holding the Westminster Catechism. No clergyman would have been tolerated for a moment who could not recite it *verbatim et literatum*, and most adults of both sexes, holding strong religious convictions, could do the same thing. It was the work of the Westminster Assembly of Divines, consisting of over one hundred and fifty members, which was convened in the year 1643, and sat nearly six years. The Pilgrim Fathers, and the early settlers of New England, brought the catechism with them from the Mother Country, and placed it on the shelf by the side of the family Bible, and made almost as much use of it as they did of the Bible. In the time of Mr. Whitehead, a society of ladies was formed in Boston from the best families, such as the Masons and the Waterses, for the promotion of personal piety. The society had weekly meetings for prayer, reading, singing and religious conversation, and once a quarter they had a meeting specially devoted to "the asking themselves" the Westminster Catechism, and at these quarterly meetings this little New England Primer was the text book which was used by these F. F. B's.

GEORGE G. MUNGER.

UNIVERSITY BIOGRAPHIES.

The Hon. Frederick Billings, LL. D.

FROM A TRIBUTE TO HIS MEMORY BY HON. SENECA HASELTON, U. OF VT., '71.

FREDERICK BILLINGS was a son of Oel and Sophia (Wetherbe) Billings, and was born at Royalton, Vt., September 29, 1823. Henry G. Somerby, Esq., says that he was in the thirteenth generation from Sir Thomas Billing, who in the fifteenth century rose to a position of influence in the law and became lord chief justice of the king's bench.

The ancestor of Mr. Billings, who emigrated to America, was William Billing, a great-grandson of a great-grandson of Sir Thomas' youngest son. Joseph, a grandson of William, added the "s" to the name. Joseph's son, Samuel, was the great-grandfather of Frederick, and was among the martyred defenders of Fort Griswold against the British in 1781. John, Frederick's grandfather, served in the continental army during the first three years of the revolutionary war and then, in 1778, settled at Royalton, Vt., which remained the family home until 1835, when his son Oel removed with his family to Woodstock. At the time of this removal Frederick was twelve years of age.

Prepared by a son of President Bates, of Middlebury College, and William P. Pierson, U. of Vt., '39, Mr. Billings entered the University of Vermont, from which he was graduated in 1844. He began the study of law, and, while a law student was for two years secretary of civil and military affairs for Vermont. In 1848 he was admitted to the bar of Windsor county.

About to enter upon his profession, an event occurred which shaped his future career. This was the discovery of gold in California in 1848. With his sister, and his brother-in-law, Bezer Simmons, Mr. Billings, on February 1, 1849, began the journey from New York to San Francisco by the Panama route. Exposed to the Panama fever, Mrs. Simmons died shortly after reaching San Francisco, the fever appearing about four days after her arrival.

Mr. Billings immediately entered upon the practice of law.

At the election of Alcalde-perfect, members of the Ayuntamiento and other officers, August 1st he acted as chairman of the judges of election. On the 20th of May, following the April in which he landed, he participated in the organization of the first Presbyterian church in San Francisco, the original membership of which consisted of six persons; Mr. Billings, two other men and three women. On the 30th of the next October he addressed a meeting at which was organized the San Francisco Bible Society, and acted as secretary of the meeting.

His first client was the famous John A. Sutter, upon whose ranch

the discovery of gold was made. He soon formed a partnership with A. C. Peachy, who was the first city attorney of San Francisco. A little later Captain, afterwards General, Halleck, was taken into the partnership, becoming the head of the firm and taking special charge of the business connected with the examination of Mexican and Spanish land titles. Finally, Trenor W. Park became a partner. It was in some measure a result of the business of the firm that Halleck in 1859 published a collection of the mining laws of Spain and Mexico, and in 1860 a translation of De Fooz on "The Law of Mines," with an introduction.

The firm of Halleck, Peachy, Billings & Park existed until the opening year of the war, when Gen. Halleck rejoined the army. Shortly after the dissolution Mr. Billings sailed for Europe entrusted with business for General Fremont. In 1862 he was married in New York to Miss Julia Parmly, daughter of Dr. Eleazer Parmly of that city, resuming practice in San Francisco. In 1854 he returned to Woodstock to reside.

In the year of Mr. Billing's return to Woodstock the Northern Pacific railroad was chartered by Congress. Only about 500 miles of the road had been completed, when on the 1st of January, 1874, the company in consequence of embarrassments, resulting from the panic of the previous year, made default upon its large bonded indebtedness. About this time Mr. Billings made extensive purchases of the depressed securities of the company and became its controlling spirit. He prepared the plan by which, after foreclosure proceedings, the company was reorganized with preferred stock to represent the former bonded indebtedness. From 1875 to 1879 he was chairman of the executive committee of the directors of the road. From 1879 to 1881 he was president of the company and his management of the company's affairs insured the completion of the road. Mr. Billing's part in restoring the credit of the Northern Pacific Railroad company and in carrying out its great designs was the crowning achievement of his business career. He had for many years a winter residence in New York.

He loved his native State. "There will come a time," he said, "when there will be a refluent wave of emigration, and some of those who have gone to the far West will find their way back again and the abandoned farms will be sought after." In 1872 Mr. Billings was an unsuccessful candidate for the republican nomination for governor of Vermont, but probably the lesson of his life is to-day more valuable for it.

Delegates to the Republican State convention of 1872 still recall the address which he made before that body after the announcement of his defeat. At the Chicago convention of 1880 he nominated George F. Edmunds in a speech of great impressiveness, notwithstanding the fact that it must stand comparison with nominating speeches by Frye, Garfield and Conkling. His power as a speaker resulted from the sincerity of his thoughts and the expressiveness of his voice and manner.

It remains to speak of his benefactions, first among which must be named the Billings' Library. In the erection of the building, in securing for it the rich Marsh collection of books and in the endowment

of the library, he expended nearly a quarter of a million of dollars. In that town of Montana which takes its name from him, he built a church. To Amherst College he gave $50,000 for the endowment of a professorship. To Mr. Moody's school at Northfield, Mass., he gave $50,000. At Woodstock, his home, he built a memorial chapel, express-

HON. FREDERICK BILLINGS.

ing by one act his filial affection, his good will to his neighbors, and his devotion to the interests of religion. At an expense of $65,000 he reconstructed the old white meeting house at Woodstock. At the time of its re-dedication, June 5, 1890, he was too feeble to be present at the exercises, his absence, under the known circumstances, lending a pathos to all that was said and done. "It has been," he said from his sick bed, "a labor of love, I have followed the work in all its details." September 30th, he died.

Comparatively few men of recent days have done more than did Mr. Billings to better human society.

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no favor in the gift of his college mates which
...ned it. He was elected to "Skull and Bones" in
...nd was a commencement orator. His legal training
... the Harvard Law School and the office of Daniel Lord.
..., founder of the law firm of Lord, Day & Lord, famous to
For four years, from 1849–53, he was Assistant District At
...successfully conducting, in 1851, the prosecution of the Cuban
...ters of the "Cleopatra" expedition, and arguing in favor of the
...etropolitan Police Act."

One of his most famous contests was the "Lemmon" slave case in 1857–60. He represented New York State against Charles O'Connor, who acted for the State of Virginia. As an ardent Republican and Chairman of the New York delegation to the National Convention of 1860, he proposed Wm. H. Seward for the Presidency, and was a year later the rival of Horace Greeley for the U. S. Senate, withdrawing his own name to secure harmony and the election of Ira Harris. In 1866 he successfully contested the constitutionality of taxing United States bonds and National Bank notes.

He defended President Johnson in his impeachment trial before the U. S. Senate in 1868, and became his Attorney General of the United States. As counsel for the United States in the Alabama Caims Board of Arbitration in Geneva, he presented the decisive arguments.

Three years later he appeared as senior counsel for Rev. Henry Ward Beecher in that celebrated trial.

Passing over his career for the next few years, during which he was engaged in such famous cases as the Parrish and the Gardner wills, we find him in President Hayes' Cabinet as United States Secretary of State.

In 1881 he was the United States delegate to the Monetary Conference in Paris; and finally in 1885, March 4th, was seated as U. S. Senator to succeed E. G. Lapham, from New York.

His uninterruptedly successful public life thus closes with the expiration of his term of office March 3, 1891.

A career of greater distinction or usefulness is scarcely possible. It is pointed to with pride by every loyal American citizen.

His reputation is spotless. His fame is world-wide. His eloquence in debate is of national repute.

He retires from the United States Senate with the good wishes of a nation. In his many little acts of kindness and his ready willingness to help young men he is surpassed by none.

General Frederick Elsworth Mather.

FEW, if any of the local Associations of American Colleges are as well and widely known as The Russell Trust Association of Yale University, popularly spoken of as The Skull and Bones. Its badge of a golden skull and crossbones, with its under-written numerals of 322, is the most eagerly sought for honor of undergraduate Yale life. Theoretically taking into its mysterious circle the fifteen best men of the senior class, it has practically absorbed many of the best. Neither money, good-fellowship nor intellectual ability alone ensure a place among the fifteen. Money is rather a detriment than otherwise. Good-fellowship leads preferably to another organization, and a few of the most intellectual of Yale men have remained outside its portals. Such well known Yalensians as Chief Justice Waite, Chauncey M. Depew,

Donald G. Mitchell, Benjamin Silliman, Andrew D. White, Daniel C Gilman and the president of the University, Dr. Dwight, are sons of the mystic 322. Coming to Yale in 1832, rumor has been busy since then with its origin. It is said that the society was brought from Germany, and has existed in one country or another since the time of Demosthenes, B. C. 322.

Whatever may be the truth,—and the principles of the Association are such that the exact truth never will be known outside of its limited membership—the society certainly leaped forth into American life in the year 1832, with a known membership of fourteen men, and that from that year on, has taken unto itself the fifteen men whom it has considered the best in every succeeding class.

Refusals to its elections have been rare ; and the College sentiment has generally deemed just its selections, and has cheered the recipients when, in the early spring, the elections are given out.

Two of the known original fourteen still live ; and the writer may be pardoned if larger space than usual is given to the sketch of one of these gentlemen.

Frederick Elsworth Mather, A. M., was born in Windsor, Conn., May 23, 1809, a lineal descendant from the Rev. Richard Mather, a non-conformist, who with difficulty and peril escaped from England and reached Boston, Mass., in August 1635. Rev. Richard was the father of the Rev. Dr. Increase and grandfather of the Rev. Dr. Cotton Mather, also grandfather of the Rev. Samuel, the first Mather who settled in Windsor, Conn.

Frederick E.'s middle name Elsworth comes from his paternal grandmother, who was the sister of Chief Justice Oliver Elsworth. His mother was Laura Wolcott, a lineal descendant from Hon. Henry Wolcott, who as a non-conformist, left England and arrived in Dorchester, Mass., in May, 1630, and in 1635 settled in Windsor, Conn.

His maternal grandmother was Lucy Parsons, of the well-known Massachusetts Parsons family. His father, Elsworth Mather, died in 1814, and in 1816, his mother having again married, he was taken and cared for by his grandfather, Col. Oliver Mather, and continued under such care until his grandfather's death, in 1829. Col. Oliver being a farmer, his ward was reared as a New England farmer's boy, required to do the chores, and when not attending the District School to perform work suited to his physical ability. Being strong, energetic and ambitious he became familiar with pratical farming, and in some particulars, for one of his years, an expert. Such exercise and discipline built him up and gave him a rugged constitution, which in later years he learned to appreciate and highly prize. Being a faithful scholar, in due time he outgrew the District School and attended the Academy. There he was permitted to study Latin and Greek, hoping sometime to take a collegiate course. When he had made but little progress in either language, such study was suspended indefinitely.

In 1829, for a few months, he was in the office of Judge Miller, of Ellington, studying law. Still desiring a collegiate education, in November of that year, he commenced a preparatory course under Rev. Mr. Perkins, of Amherst, Mass., and remained there till January 1831, when he went to New Haven and was admitted to the second term of Yale's Sophomore Class. His experiences during that year were trying and discouraging, having journeyed from Amherst to New Haven when it was extremely cold, in an open sleigh, he was severely frost bitten and a cripple for several weeks. His room was in the rear of South Middle, inadequately fitted for warming and so extremely inhospitable that he became quite ill.

In this emergency he asked to be excused from recitations and was refused because, as he admitted, he went to "Commons" for such food as he used.

After struggling on for some weeks he became so disheartened, and, realizing that his preparation had not been so thorough as it should have been, he seriously contemplated going back a year, into the Freshman class. He went to his tutor (the late Rev. Dr. Bushnell), and, after having stated his views and feelings, his tutor exclaimed, with emphasis: "Don't you do so! The class is now reviewing what you have not been over. Hold on; you will soon be relieved from this disadvantage, and then you will hold your own." He did hold on, and commenced the next term more hopefully; but in July the illness and death of his mother interrupted his studies. Of his later experience at Yale nothing of note occurred; he completed the prescribed course and was awarded an appointment for the commencement exercises of 1833. Soon afterward he commenced studying law, a part of the time in the office of Judge Parsons, and of Governor Ellsworth of Hartford. In 1834 and '35 he was a member of Yale College Law School, conducted by Judges Daggett and Hitchcock. Whilst so engaged his intention was to seek his fortune in some Western State when duly licensed to practice. Late in 1835 he was surprised by a request to enter an office in Wall street, New York, as a law clerk. Knowing that to do so would postpone his practicing law on his own account, and perhaps prevent his going West, he was not quick to accept the tempting offer.

He considered and consulted, and on being told by a friend who had retired from business conducted there that the City of New York was a great field for business, where almost anyone "with industry, honesty and economy could succeed," he concluded to accept, and entered the office At that time an admitted attorney was required to practice three or more years before admission as Counselor, and in such case a satisfactory examination was indisputable. In consideration of Mr. Mather's studies in Connecticut the Supreme Court, on application ordered his examination, and thereupon commissioned him Counselor-at-Law, in 1837; and in 1838, in due course, he was commissioned an Attorney-at-Law. He immediately thereafter entered the field of competition, single-handed and alone, with no business friends to rely on. He did not wait long

an "abstract of title." He was Mr. DeWitt's grandfather, and the building, 88 Nassau street, now occupied by the firm was erected for him in 1834 by a client.

George G. Jr., was prepared for college at the Columbia Grammar School, and graduated from Columbia in 1867 as A. B., and took the degrees A. M. in 1870, and LL.B. from the Law School in '66. He was a member of the Peithologian Literary and Secret Society of "Axe and Coffin," then prominent in the college.

GEORGE G. DE WITT

In 1868 he entered the law office of his uncles, C. J. & E. DeWitt, to which firm he has succeeded as senior partner, under the present firm name of DeWitt, Lockman & DeWitt. Following his predecessors he devoted himself to equity cases, trusts, real estate, the administration of estates and wills, and has been leading counsel in many important will contests, notable among which were the Stretcher, Roosevelt, Welton, Marx and Hammersley cases, all of which were sustained after long litigation.

Mr. DeWitt has been prominent in every undertaking or society in which he has become interested. For many years an officer in it, he is

now Vice-President of the Columbia Alumni Association, one of the Committee on Athletic Grounds, a Trustee of the Alumni Athletic Club, and was Grand Marshal at the installation of President Low.

He is a Democrat in politics, but has never sought or held political office.

A member of the Union, Metropolitan, Union League, St. Nicholas, Tuxedo and South Side Clubs, the Bar Associations of the City and State, the Genealogical, Geographical and other scientific societies ; a manager of the St. Nicholas Society, Trustee of the Holland Society, Trustee in the Society for the Prevention of Cruelty to Animals and Children, Trustee of the Real Estate Loan and Trust Company, also of the Eagle Fire Insurance Company, Mr. DeWitt may be said to be pretty thoroughly identified with and active in the affairs of this city, and one of its representative men.

John W. Weed.

HOWEVER unpleasant the fact ; however susceptible of explanation, it is yet a fact apparent to a man born and bred in New York that the foremost places there in the professions, in business and in the arts are almost invariably filled by men born elsewhere. The average New Yorker may perforce content himself that the metropolis attracts the strength and talent for which smaller towns do not afford sufficient scope.

Formerly New England gave us many of our leading men. More recently, the larger proportion has come from the West and South.

Many of the younger men who are attaining prominence in the professions are of Southern extraction, and among them none stand higher than Mr. John W. Weed. The son of Henry D. and Sarah Weed, he was born at Savannah, Ga., forty years and more ago.

Prepared for College at Savannah, he entered the University of Georgia at Athens, but before he had completed his course was drawn into the war. Having served the Confederacy till its fate was determined, he came North, studied law, and in due time graduated at Columbia Law School in 1869, and began the practice of his profession in New York City. He has been an occasional contributor to periodicals, but the cares of his practice compel the devotion of almost his entire time to his work at the Bar.

He has been associated with some litigations of considerable note. Among others may be mentioned the Police Commissioner Contest under Mayor Cooper of New York, the Rev. Mr. Maury's certiorari proceedings against the Bishop of New York, and the more recent one of the Memphis and Charleston R. R. minority stockholders against the East Tennessee R. R., in which the rights of the minority were placed upon a much firmer footing than they have heretofore held.

JOHN W. WEED.

Mr. Weed spends his summers in Connecicut, where he is something of a farmer, and his winters in Flushing, L. I., where he takes an interest in politics, being a member of the Democratic Central Committee of the County of Queens.

He is a member of the Democratic and Southern Clubs of New York, and belongs to the Association of the Bar of that city. He is also a member of the Niantic and Athletic Club of Flushing; of the latter he was one of the organizers. He is among the oldest of the Trustees of St. John's Guild, New York City.

Genial in manner, warm in his friendship, Mr. Weed attracts the more the better he is known, and if the writer may be forgiven for mentioning one personal characteristic more than another, it is Mr. Weed's sympathy for the nether one in the strife.

Abner W. Colgate.

IN the newer parts of New York City a man's character is shown to some extent by his residence; in the older portion all the houses are more or less alike.

The many thousands going their way to and from the Long Island Railway, and passing a row of houses between Madison and Park avenues on 34th street, probably see very little difference between one near the centre and its immediate neighbors. Yet there is probably not another house of its size in New York of which so much has been made.

It was the determination of Robert Colgate, well known as the founder of the Atlantic White Lead and Linseed Oil Company, to educate and then to bring into the business his four sons.

The eldest son, Mr. Abner W. Colgate, was born in New York on August 30th, 1838. Prepared for college at Marlborough Churchill's

POMPEIAN ENTRANCE HALL IN THE RESIDENCE OF ABNER W. COLGATE, ESQ.

School, Sing Sing, N. Y., he was graduated with the class of 1858 at Yale. His tastes even in his college days were distinctly scientific and artistic.

Mr. Colgate has to-day two astronomical telescopes. With the larger, an instrument of six inches aperture, constructed for him in his college days, he observed from his house in 1882 the transit of Venus, obtaining the "four contacts" with considerable precision.

Though spending but few months of the year in town his house shows to the favored few both his talents and his character. The door is opened and one enters not into an ordinary hall, but passing through a Greek entrance finds himself as it were in the Atrium of an old Pompeian residence, of which the picture gives but a faint idea. From here to Mr. Colgate's studio, which is at the top of the house, the eye meets at every turn captivating objects of art.

In the rear of this Pompeian Hall designed by Mr. Colgate is the dining room around the walls of which are arranged with great taste china and silver ornaments. There is a little conservatory at the end of the dining room. Over the dining room on the floor above is a music room and here is a frieze composed of reliefs of musical subjects by Schwanthaler of Munich. In the adjoining library, which is also the picture gallery, the frieze is a reduced copy of the frieze of

the Parthenon executed by Mr. Colgate himself—but there is not room in this sketch, nor is it the intention of the writer to describe the house. It is rather my purpose to convey some idea of the character and tastes of the subject of the sketch.

ABNER W. COLGATE.

Mr. Colgate has painted a good deal in water colors, principally architectural subjects, and has contributed a number of works to the exhibitions of the American Water Color Society and of the Architectural League. Among the many pictures in his possession are paintings by Worms, Ziem, Theophile Gide, Pasini Spitzweg, Bazzani, Monticelli, Theodore Weber and others of equal rank.

Mr. Colgate has contented himself with membership in the Century Club and has never become affiliated with either political party. His health compels him to spend the winter in the South, and his summers are generally spent in the mountains of the north. His three brothers, Messrs. Samuel J., Robert and R. R. Colgate, are all well known to New York society. The latter is now President of the Atlantic White Lead and Linseed Oil Company.

Charles L. Buckingham.

ENGAGED in the litigations of our largest corporations are many of the ablest attorneys and counsellors in the country. Had the same amount of attention been devoted to will cases, legislative bills or to public life, many of their names would be on everybody's lips.

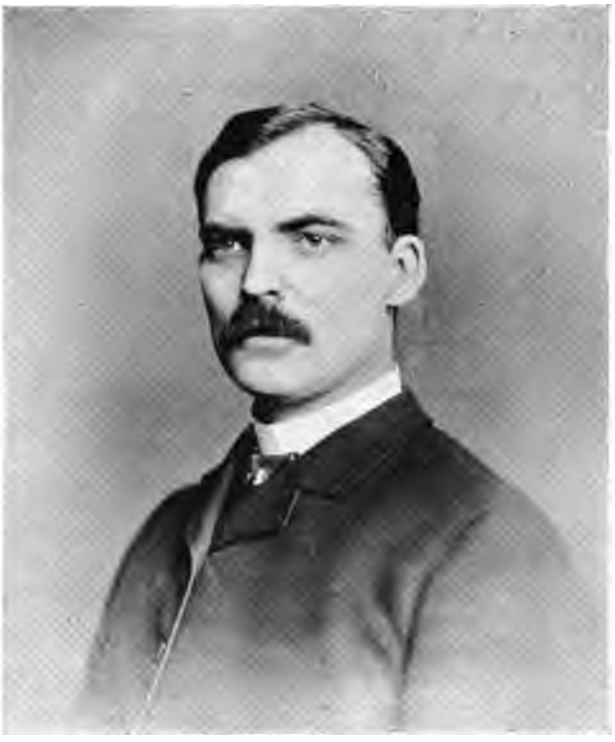
Such a man may be found in Mr. Buckingham, the patent attorney, who for years has devoted a large portion of his time and attention to the service of the Western Union Company.

Curiously enough, it is a University of Michigan graduate who has thus won position by sheer worth against numberless alumni of our great Eastern universities, many of whom have also been aided by strong influence.

He was a native of Berlin Heights, O., and is scarcely 39; was graduated in the class of '75 at the University of Michigan as a civil engineer, and at the Columbian University, Washington, D. C., as a Bachelor of Laws.

On leaving college he devoted his energies to patent law, and has in this short time made himself an authority on the subject.

He, with such men as President Morton, of Stevens Institute, and Prof. Brevelett, of Princeton College, was a contributor to the series of electrical articles published in *Scribner's Magazine* in 1889–90; has been leading counsel in the most important recent patent contests of the American District Telegraph, the Schuyler Electric Light (of Connecticut), the Delaware and Atlantic Telegraph and Telephone, the Western Union, the Gold and Stock, the American Speaking Telephone and other suits involving an extensive knowledge of electricity. He is now



CHARLES L. BUCKINGHAM.

special counsel in an important litigation pending between the Edison and the Thompson-Houston Electric Light Companies.

While actively engaged in the engrossing duties of such professional labor, he yet finds time to attend the meetings and be a member of the American Association for the Advancement of Science, American Academy of Political and Social Science, American Institute of Electrical Engineers and the Electric Club.

Of distinctly social organizations, he retains his membership in the Union and Metropolitan Clubs of Washington, and the Ohio Society of New York. Strong in his convictions, he is clear and courteous in debate, and a most attractive champion of free trade or low tariff Republicanism.

Hon. Horatio N. Twombly.

THE first of his family to come to America was Ralph Twombly, who settled in 1640 at Dover, N. H. His descendants formed a continuous line of farmers until the year 1831, when Mr. Horatio N. Twombly was born in Berwick, York County, Maine. In looking over the name of Mr. Twombly's forefathers one is peculiarly impressed by the large propor-

HON. HORATIO N. TWOMBLY.

tion of scriptural names borne by them. This almost unbroken puritanical family tradition is shown in the name of his father Moses N. Twombly, who died when his son was 11 years old. Left completely to his own resources, working on the farm in summer, and teaching during the winter, Mr. Twombly attended the Academy of South Berwick, Maine, and, at the age of 19 entered Dartmouth College. By teaching during vacations he paid his college expenses and in 1854 graduated second in a class of 60 students.

He was a member of the Alpha Delta Phi fraternity and by reason of his position in his class was elected into the honorary Society of Phi Beta Kappa. After leaving college he took charge of a private school

numbering 300 pupils at Waukegan, Illinois. He studied law and also edited the Waukegan Gazette during this period. Being presently admitted to the Bar, he went to the town of Prescott, in Wisconsin, and becoming actively engaged in the practice of his profession, was soon appointed District Attorney for the County.

He retained his early fondness for literature and with the untiring energy which has always been a salient feature of his character, found sufficient time to edit the Prescott *Transcript*. It was while editing this journal Mr. Twombly was appointed Lieutenant Colonel of the Wisconsin Militia.

In the spring of 1860 he went to Shanghai, China, to administer upon the estate of an uncle, and presently became a partner in the firm of Hiram Fogg & Co., and later its sole resident partner. Assiduous labor, while greatly enlarging his business, impaired his health, and after living in Shanghai two years he returned home to become a partner in the firm of William H. Fogg & Co.

In 1867 he retired and became partner in the firm of Benedict, Torrey & Twombly, who were large manufacturers of rubber. Investing largely in the oil fields of Pennsylvania he retired from this firm at the end of 1869.

In 1870 Mr. Twombly became interested in a political controversy which had much to do with the downfall of the Tweed Ring and which made Mr. Twombly as well known to the people of the nation as he had been to those who were solely interested in commercial pursuits.

Mr. Twombly had been elected as Republican representative to the Assembly of the State of New York over his Tammany opponent, John Carey, by a majority of 17.

The victory was in itself remarkable, as he ran, in the language of politics, largely ahead of the State ticket. His election made the Assembly a tie politically. It was therefore highly important to Mr. Tweed that some Republican should be unseated. The sacrifice of Mr. Twombly was determined upon. Nothing fraudulent could be discovered in his election. Two technical pretexts were chosen. It was discovered that in one election district, where Mr. Twombly had received 67 majority, a number of the inspectors had taken a recess for a few minutes between the counting of the Congressional and Assembly votes for the purpose of obtaining something to eat. In another election district where Mr. Twombly's majority was 20 it was learned that the United States Supervisor had been invited and did assist in the counting of the votes.

The fight in the Assembly was prolonged, but finally by throwing out the returns from the last mentioned election district, Mr. Cary was declared elected by a majority of three votes.

The following year Mr. Twombly was elected to the Assembly from the same district by a majority of 3180, 1200 ahead of the State ticket.

Later on Mr. Twombly in 1872, 74, and 78, declined a nomination to the House of Representatives at Washington, and in 1883 went to Bogota

in South America, in connection with a railroad enterprise. Returning in 1884 he became President of the China and Japan Trading Company, a position which gave full opportunity to his administrative talents. This company has now three branches in Japan, one in China and one in England, and is probably more favorably and widely known than any other corporation engaged in the same field.

Mr. Twombly is President of the Board of Trustees of Berwick Academy, is a member of the Board of Trustees of New York Homeopathic Medical College and Hospital, and belongs to the Union League, University, Reform and Alpha Delta Phi Clubs.

Amiable in disposition, courteous and affable in manner, there is perhaps no better representative in New York of the college man in business.

Francis Lewis Wellman.

NOTWITHSTANDING the abuse to which the body politic of our local government is subjected by the croaker, "sore-head" and reformer alike, it is nevertheless true that the offices of the District Attorney and the Corporation Counsel have been training schools for a large number of men who have made a name for themselves in local, State and national affairs.

To be successful in one of those offices requires not only a legal ability and quick wit of no mean order, but a high degree of executive ability and energy.

Mr. Wellman, the first Assistant District Attorney, has had the rather unusual experience of a term of service in both.

He was born in Brookline, Mass., July 29, 1854, son of Matilda G. Ogden and Wm. A. Wellman of that place.

From the Brookline High School he entered Harvard, was graduated with the class of '76, took the first Bowdoin prize for Essay and first prize in Oratory.

His legal studies were pursued at the Boston University Law School, and upon his graduation he was appointed instructor, and later lecturer. He gave up this position to enter the Corporation Counsel's office of this City, where he was put in full charge of the trials by jury in which the City of New York was defendant. He held this position for seven years and under five Corporation Counsels, irrespective of party politics. January, '91, he was appointed Assistant District Attorney, and has been brought prominently before the public in a large number of famous criminal trials. He convicted "Frenchy," the American "Jack the Ripper," against a strong clamor of public opinion in favor of the prisoner. He also convicted Fanning for murder in the first degree, Fanshawe, Stroud, Stephanie, and was the first prosecuting officer to obtain verdicts of arson in this City in many years.

As a jury lawyer Mr. Wellman already ranks well up with the leaders of the New York bar, and it is generally conceded that among lawyers of his own age there is no one who has had such continuous and conspicuous success in the Courts.

William Allen Butler, Jr.

IN a long acquaintance with collegiate institutions the writer has known many instances of families all of whose members were university men, but I know of no other family in which three generations are actively engaged in furthering the interests of two of the higher institutions of learning.

The Hon. Charles Butler, LL. D., was elected to and has served upon the Council of the University of the City of New York, having been consecutively re-elected every four years from 1836 to the present time. He has largely contributed to its funds. His nephew, William Allen Butler, LL. D., educator, author and lawyer, has been re-elected every four years to the same council since 1862. William Allen Butler, Jr., has been for several years and is now a member of the Princeton Club of New York. By a curious co-incidence the last expiration of the term of service in the councils to which these three gentlemen were elected expired in the same year, 1890. All three were re-elected.

William Allen Butler, Jr., the eldest son of Wm. Allen Butler and Mary R. Marshall, and grandson of the Hon. Benj. F. Butler, Attorney General of the U. S., was born in New York City, July 14, 1853. He was prepared for college at Phillips Academy, Andover, Mass. Though most of his classmates there entered either Harvard or Yale, Mr. Butler selected Princeton and was duly graduated in 1876.

While in college he took an active interest not only in the regular curriculum, but also in the furtherance of Princeton's interests beyond her borders.

Standing well in his class he was awarded the Boudinot Historical Fellowship.

Apart from his connection with the Princeton Club of New York, he is actively interested in all matters relating to the College, and is as much identified with its material progress as are either of the other two generations with that of the University of the City of New York.

Member of the law firm of Butler, Stillman & Hubbard, he has been too engrossed in his profession to devote much time to politics, but has been greatly interested in public matters relating to the City of Yonkers where he lives. He obtained the Charter and acquired the right of way for the Yonkers Rapid Transit Branch of the Northern Road to connect with the Elevated Railroad at 155th street, the effect of which was to give to the people of Yonkers two railway lines to New York and thus to greatly enhance the value and accessibility of their homes.

When the formation of the Lawyers' Club was first mooted, and when its success was greatly in doubt, the gentlemen in charge of the movement in looking around to discover a man suitable by position, energy and character to become the head of the new club selected Mr. Butler

WILLIAM ALLEN BUTLER, JR.

Associated with this club, therefore, from its very earliest beginning he may possibly take not an unreasonable pride in the fact that it has now over one thousand members together with a library of 18,000 volumes, and that his associates have enough confidence in him to continue him as its President.

He also belongs to the University and the Manhattan Athletic Clubs, to the Bar Association of New York City, and to the United States Bar Association, to the Princeton Club of New York and of several minor clubs.

To the care of a large practice, to the management of a large, growing and most successful club Mr. Butler brought not only ability, integrity, but untiring energy.

HON. WILLIAM C. WHITNEY.

Hon. William C. Whitney, LL. D.

IT may be said, without cavil, that the foremost of the younger generation of statesmen in the Democratic party is the Hon. William C. Whitney. He was born at Conway, Mass., on July 15th, 1841. His father, General James S. Whitney, appointed by President Pierce superintendent of the Springfield arsenal, and by President Buchanan Collector of the Port of Boston, was in 1860, a delegate to the Charleston Convention.

Mr. Whitney's great great grandfather, Colonel Josiah Whitney, of Harvard, Mass., participated in the Boston Tea Party; was in command of his regiment at the battle of Bennington, in the march to protect Rhode Island, and in the fortification of Boston in January, 1776; was a member of the Constitutional Convention in 1787, and of the Massachusetts "*General Court*" in 1780–1788 and 1789. Every generation to the present has served in the Massachusetts "General Court."

Mr. Whitney went from East Hampton to Yale, and was graduated with the class of '63. While at college he belonged to the Ψ. Υ. fraternity and to the Skull and Bones Society. He divided the first prize for English essays with William G. Sumner, LL. D., the now famous Professor of Political Economy. Graduated from the Harvard Law School in 1865, he went to New York, entered the office of Hon. Abraham R. Lawrence, and acquired an excellent knowledge of corporation law. His integrity and ability were soon recognized. As trustee under a mortgage he acquired the sole management of The Dayton and Union Railway of Ohio. He was counsel for the stockholders of the St. Louis, Alton and Terre Haute Railway, and also for the principal holders of the certificates issued by the Receiver of the New York and Oswego Midland Railroad. Subsequently, in 1871, he entered political life, being drawn into it by his activity in the movement against the Tweed Ring. In 1875 he was appointed Corporation Counsel to the City of New York, and held the office (being reappointed in 1876, and again 1880–82) until he resigned.

In 1885, President Cleveland invited Mr. Whitney into his cabinet. He used the power entrusted to him to the best advantage of the country; and to him is due the beginning of our new and powerful navy.

In recognition of his great services to the nation, Yale University, in 1888, granted him the degree of Doctor of Laws.

Mr. Whitney married a daughter of Senator Henry B. Payne, of Ohio, has a daughter and two sons, one of whom is now a sophomore in Yale.

Well known to the nation by his integrity, his ability and his energy, the brilliancy of his entertainments contributed not a little to the social popularity of Mr. Cleveland's administration.

William Butler Hornblower.

WILLIAM BUTLER HORNBLOWER, the well-known lawyer, son of the Rev. William H. Hornblower, D. D., formerly of Paterson, N. J., and afterwards Professor in the Theological Seminary of the Presbyterian Church at Allegheny, Penn., and of Matilda Butler, of Suffield, Conn., was grandson of the Hon. Joseph C. Hornblower, formerly Chief Justice of New Jersey, and was born at Paterson, New Jersey, May 13, 1851.

WILLIAM B. HORNBLOWER.

He was prepared for Princeton at the Collegiate School in New York City and entered college with the Class of '71. He took high rank as a scholar, won the first prize in English Literature and Belles Lettres, was Belles Lettres Orator of his class, and a member of the Cliosophic Literary Society there. He was graduated in due course with degrees of A. B. and A. M., which degrees he supplemented with that of LL. B., at the Columbia Law School in 1875.

Mr. Hornblower was admitted to the Bar in 1875, and immediately engaged in general practice, originally, to a large extent, in important bankruptcy cases, and afterwards as counsel for corporations and mercantile firms. He has tried numerous cases in Circuit, and argued numerous appeals before the Court of Appeals of New York and the

United States Supreme Court, and has acted as Referee in important cases.

He is now the head of the law firm of Hornblower, Byrne & Taylor, in this City. As counsel for the Receiver of the firm of Grant & Ward, he was engaged in many notable litigations growing out of the very complicated affairs of that firm, and succeeded in establishing the right of the Receiver of the firm to a very large amount of property which by illegal transfer had defrauded the creditors of the firm. As counsel for corporations represented by him, he has been engaged in many notable cases involving important questions of insurance, railroad and corporate law.

A forcible and easy writer, he is the author of a number of notable articles and addresses, chief among which may be mentioned the "Conflict Between Federal and State Decisions," in the *American Law Review* for March, 1880; "Is Codification of the Law Expedient?" an address before the American Social Science Association, September 6th, 1888; and "The Legal Status of the Indians," an address before the American Bar Association, in August, 1891.

Allied to the Democratic party, Mr. Hornblower is a member of many prominent metropolitan clubs, chief among them being the Democratic, Reform, Manhattan, Lawyers', Metropolitan and University. In the last-named he is a member of the Council and is the Secretary of the Executive Committee of the Bar Association.

In 1882 he married the daughter of William E. Sanford, Esq., formerly of New Haven. She died four years later, leaving three children surviving her.

In 1890 he was appointed by the Governor of the State a member of the Commission appointed under an Act of the Legislature to propose amendments to the Judiciary Article of the State Constitution.

Mr. Hornblower's frank and cordial manners, coupled with the marked force of character which shows itself in the most unimportant as well as the greatest affairs in which he chances to become interested, make him yearly more widely and favorably known.

Thomas Fenner Wentworth.

THE New York bar has long held a position in the professional world that befits the importance and character of the litigations in the Empire City, and the greatness of the field affords an exceptional opportunity for any member of the profession with proper talent and ability. The name of Thomas F. Wentworth is well known among these. By close attention to the details of his work, and the interest of his clients, he has acquired a large and lucrative practice.

Thomas Fenner Wentworth was born on the 25th of September, 1845. Having been educated at the famous Phillips Academy, in Exeter, he entered Yale College, and graduated with honors in the class of 1868. After reading law under Professor Dwight, at Columbia, he was duly admitted to the bar in 1870. Since that time he has continued in the practice of his profession, and has been general counsel for many im-

portant corporations, among them the Buffalo, Rochester and Pittsburgh Railroad. His practice in this direction has become so extensive that he is now one of the foremost authorities on the subject of corporate law.

THOMAS F. WENTWORTH.

Mr. Wentworth is a member of the University Club and the Bar Association, and having always been an ardent Republican, he early joined the Young Men's Republican Club of the City of New York, and continued with it during its struggles for place and influence, when the regular organizations of the Republican Party viewed it with indifference. It was this Club that attacked the old iron-clad oath of the District Machine Associations and by appeal to better party sentiment, forced the adoption of a more liberal treatment towards the mass of Republican voters. In 1884 he was one of the vice-Presidents of the Club, and in 1885 was chosen President and re-elected in 1886. While he was President the Club was legally incorporated as "The Republican Club of the City of New York," and now has a membership of over eight hundred.

He was also one of the founders of the New York Association of Alumni of Philips Exeter Academy, and was its President in 1889. He takes great interest in the old school of learning and believes in its past traditions and future success.

Samuel Dana Greene.

IT is rare that three generations of one family are in active business and social life at the same period. It is still rarer that the youngest of the three should occupy a position sufficiently prominent to be selected as a representative man of his day.

General George Sears Greene, familiar to members of the Century Club, and known to most New Yorkers as an officer who served through the war and who was for a period chief engineer of the County of New York, and the father of George S. Greene, Jr., Chief Engineer Department of Docks, Captain F. V. Greene, late Corps of Engineers, U. S. A., and also of Charles Dana Greene, Senior, and the grandfather of the subject of the present sketch. Captain Samuel Dana Greene also served through the war, was first lieutenant of the "Monitor" at the time of her memorable fight with the "Merrimac" in Hampton Roads; was born in Cumberland, Maryland; married Miss Mary Willis Dearth, and died, a few years since, while stationed at Portsmouth, N. H. His son, Samuel Dana Greene, was born in New York City October 24th, 1864. He was educated at St. John's School, Sing Sing, N. Y., at St. John's College, Annapolis, Maryland, and at the United States Naval Academy, where he was graduated in 1883.

The standard of scholarship at both Annapolis and West Point is so high that it is tribute enough to Mr. Greene's abilities to state that he completed his four years' course with distinction and was graduated first in a class of forty-four men.

After leaving Annapolis he made a two years' cruise in Europe, as midshipman, on the flagship "Lancaster." July 1st, 1885, he was commissioned an ensign in the United States Navy, and was ordered to special instruction at the torpedo station at Newport, R. I. Here he remained until June, 1886, when he was ordered to the United States steel cruiser "Atlanta."

February 10th, 1888, he resigned from the navy, and entered the employ of the Sprague Electric Railway and Motor Company, first as consulting electrician and afterwards as chief engineer. During the winter of 1887-'88 he installed at Richmond, Va., the first commercially successful overhead electric railway that had ever been attempted on a large scale.

In May, 1889, Mr. Greene became connected with the United Edison Mfg. Co., first, as an assistant to the General Manager, and afterwards as District Manager of the Central District with principal office at Chicago. Upon the organization of the Edison General Electric Company in August, 1890, he was made Assistant to the Second Vice-President. At present he is the General Manager of the Sales Department of the Edison Company, and superintends all the business connected with the sale of supplies and the preparation of statistics, catalogues and advertising.

LIEUT. S. DANA GREENE.

Mr. Greene is a Director of the Naval Reserve Association incorporated in New York State, and was commissioned Lieutenant of the First Battallion Naval Reserve Artillery on June 1st, 1891.

Mr. Greene is a Republican in politics, belongs to the Century, the New York Athletic, the Electric and the Chicago Electric Clubs; is a member of the New York Electrical Society, and has contributed many lectures and papers on electrical subjects.

Few men at his age stand so high in the community and fewer still by reason of industry, talents and ability have brighter prospects before them.

Elbert Ellery Anderson.

MR. ANDERSON, whose name has for so many years been identified with every important reform in municipal affairs in New York City, is a son of "Fair Harvard," whence he was graduated in 1852, after a course of study and foreign residence in Switzerland and elsewhere, which fitted him for its entrance examinations.

He was, like his father, the late Henry J. Anderson, a native of this city, and was born October 31, 1833. He has resided there most of his life, engaged in the practice of law, the present firm being Anderson & Man. After graduation from Harvard, he studied law in the office of Strong & Bidwell, 68 Wall street, and was admitted to the bar in 1854, since which time he has been in constant and continuous practice in this city. His business has been of a miscellaneous character, embracing

HON. E. ELLERY ANDERSON.

everything from election cases to the re-organization of railroads. He was one of the commissioners appointed by President Cleveland to examine into the relations of the Union Pacific and Central Pacific railways to the United States Government, the other commissioners being Governor Pattison, of Pennsylvania, and Mr. David T. Littler, of Illinois. He took a very active part in the work of the commission, and wrote the majority report.

For several years he was counsel to the committee which conducted successfully the re-organization of the Missouri, Kansas & Texas Railway, and conducted all the proceedings which extricated that company from impending bankruptcy, and established it on its present solvent basis. In politics, Mr. Anderson has been active for over twenty years. From 1873 to 1878 he was chairman of the Tammany Hall Committee for the Eleventh Assembly District, of this city. In 1879, when that organization bolted the Robinson convention, he withdrew, and shortly afterwards united with Messrs. Abram S. Hewitt, Edward Cooper and William C. Whitney in forming the organization of the County Democracy; was for several years the chairman of its general committee, and took an exceedingly active part in all of its works, particularly in the local campaign of 1884, when Mr. Grace was elected mayor against Mayor Grant. In 1888 he left the County Democracy, and since that time has acted in all political matters with the Reform Club, of which he is now president. He has been a trustee of the public schools of New York since 1875, and has always taken a deep interest in them.

Mr. Anderson is a well-known club man, being connected with the Metropolitan, University, Harvard and Reform clubs, and with the Bar Association.

William Birch Rankine.

OF Scottish parentage, son of the Rev. James Rankine, D. D. (Union '46), of Geneva, N. Y., formerly President of Hobart College, Mr. William B. Rankine was born at Owego, N. Y., January 4, 1858.

He is one of the many well known sons of old Union in New York, to which he came shortly after graduation in 1877, and is rapidly rising to prominence there.

After acquiring a good general law practice he has recently devoted his whole attention to the Niagara Falls Power Company, of which he is one of the counsel.

WILLIAM BIRCH RANKINE.

In addition to that work he is a Director of the Cataract Bank, the Niagara Falls and Suspension Bridge R. R., and the Cataract Construction Company, of which he is also Secretary and Treasurer.

Mr. Rankine's early education was obtained at the Canandaigua Academy and Hobart College, from which he entered Union, graduating with the usual A. B. degree in '77.

In college he was an Alpha Delta Phi, and as an honor man was elected to the Society of Phi Beta Kappa. He won some of the principal oratorical prizes in his course.

Since his residence in this city he has been called upon to act as Treasurer of the Union Alumni Association of N. Y., and as Secretary of the Executive Council of Alpha Delta Phi.

He is a member of the Bar Association of this city, and a member of the Lawyer's Reform, Alpha Delta Phi, and University Clubs.

Mediæval and Modern Universities.

BY FLORENCE HALLIDAY, A. B.—VASSAR, '91.

THE statistics of the United States for 1888 give a record of three hundred and fifty-seven colleges, and show an organized system of public schools forming an unbroken chain of control over the education of the entire nation. But have we solved the problem of education by establishing three hundred and fifty-seven colleges and by organizing a system of public schools? Are we content with the intellectual status of "the sovereign people?" To be sure we can boast a long list of scholars and learned men, but are the people educated to perform the duties required of them? If not, we must look about us to see wherein we are lacking, and we must study past and present for suitable material with which to build the university of the future, so that it may answer the question: "How shall we reach the masses?"

If the past did not succeed, we can find sufficient reason for its failure during the eighth century, in the barbarian invasions which swept away the Roman schools with their traditions of old pagan education. And certainly the following six centuries of cathedral and monastic schools, which existed only for the training of monks and priests, could offer but little incentive to the education of children, or the pursuit of learning by their elders.

Not until the twelfth and thirteenth centuries was there open warfare against monastic instruction. Not until then did the new material for research and the growing tendency for definite organization, which followed the development of nationalities, assert themselves. And what did these forces for advancement accomplish? The establishment of universities creating public lectureships, without system, and attracting a horde of inquisitive vagrants, of all ages and conditions; a university where law and philosophy, with a small amount of the seven liberal arts: Latin grammar, logic, rhetoric, music, arithmetic, geometry and astronomy, made up the curriculum of studies.

The methods employed were of the most abstract character. The memory alone was exercised, and when this faculty threatened to fail, the instructor assisted it by the administration of a little corporal punishment.

But remember the position that these universities held in the history of the nation. They shared the vicissitudes of Church and State alike, and, although growing out of early monastic teaching and greatly assisted by State money, they stand firm in their neutrality and hold the balance of power between the policy of Kings and the craft of Popes.

To them was granted on the one hand trial by special courts, and on the other hand, the right of conferring the privilege to teach,—the first meaning of a university degree.

As the centres of the struggles and feuds of humanism, they persisted in seeking "other worldly" aims, and left this "transient resting place" in ignorance of the great truths surrounding it.

Nature could not be satisfied with such calm contentment and waste of forces. The invention of gun-powder and printing, the fall of feudalism, and the Reformation came, to awaken modern times, and to stir the sleeping universities into life and activity. They only needed this impetus, and the powers within them kept them in motion. They have never paused since then, and as we look upon them in their growth, we can see the influence of each and every force which made their being.

We have not accomplished all, but we have taken great strides in the direction of success. The goal is still out of reach, but it is in sight to modern perseverance and ambition. The university of to-day has caught the spark needed to light the magic fire to illumine every darkest corner, and yet the fire does not burn. We have shaken off the old languor, but our eyes are not fully awake to the future before us.

We have found the great fact of successful education to lie in the personal intercourse of teacher and student, and side by side in the library and laboratory they "study things from things" throughout the field of research. Words are no longer enough, but reason is enfranchised and the whole intellect is put into training. Science is no longer under the bann of the church, and we are not content to study the classics from the translations of false interpreters. Study is not the occupation of monks nor the pastime of idlers, but it is the natural employment during the leisure hours of men in the world of work, who seek through its aid to gain new forces with which to meet the life's problems.

So thoroughly have the times changed, that instead of open disputations in Latin verse between the gownsmen of Oxford and Cambridge the blue and crimson wave over combatants in another field; a sound mind in a sound body "amply justifies the time now given to physical training," and it has been another assistance to the centuries of workers who have widened the narrow rut of theology and law into the great highroad of the study of the universe.

But shall we rest now that we have made a broad, straight road? Shall we open it to the use of privileged classes only, and allow the people to be stopped after the first mile by a toll which they cannot pay?

The past has not proved sufficient; the present cries out in need; and the future stands before us. What shall we do? Since the people will not or cannot go to the universities, the universities must go to the people, and the University Extension movement offers itself as a medium. She brings back the good of mediæval Universities in the close contact, the "touch of all ages and classics" and at the same time breaks down the confining walls "of modern colleges." University education for the whole nation, organized on a basis of itinerant teachers is to furnish the routine of work. The great principle of university education is the

intercourse between teacher and student, which has already been accomplished within college walls. The purpose is, not to do away with colleges and universities, but to extend their good work, their methods, and spirit to broader limits. The process is self-education, and the busiest workingman who is free, may use his freedom—that is his leisure—in becoming acquainted with the laws of science, the principles of economics, and the beauties of literature.

The plan has succeeded and will succeed. The foundation of the Workingmen's College in 1854 by Frederick Denison Maurice in England was but the breaking of the ground, and slowly and surely the stones have been laid until now we see the outline of the structure.

Colleges and universities heartily co-operate in the extension movement, and while the English people had to be led up to the idea, Prof. Moulton assures us that in the United States the people have leaped forward to meet it. The question of the university of the future is open, and the university extension movement is able to answer it. George William Curtis says that "our universities and colleges have been disposed to preserve traditions of an earlier time with a fidelity more touching than wise. They have retained the monastic character, modified, of course, in this country by the circumstances of our history. The development of this university extension movement and its extraordinary success are the most significant facts in the modern history of education."

No one need be idle; student and workingman alike are involved and each has his part to play. The play is written, the audience waits, and when the curtain falls back, the actors only are needed.

FLORENCE HALLIDAY.

UNDERGRADUATE DEPARTMENT.

A Coward.

UNDERGRADUATE STORY, BY ROBERT MORSS LOVETT, H., '92.

IT was a warm evening in summer. We were sitting on the upper deck of the steamer, talking of courage, apropos of an article by Lord Woolsey. As the evening wore on the conversation flagged, and finally lapsed into silence. Then a gentleman who had hitherto played the part of a listener asked abruptly, "Did any of you know Henry Warwick?" As no one spoke he tossed away his cigar and drew his camp-stool into the centre of the group.

"Thirty years ago," he continued, "my question could not have been answered by silence, for then every one knew Warwick. His father was a leading lawyer—a Congressman, too, I think—and his grandfather was General Warwick. Warwick himself was a marked man, tall and well formed, with a strong, handsome face and a brilliancy of manner that fascinated people, especially women,—though men, too, admired him. I

had been with him at college, and afterwards, when we were both practicing law, he came to live opposite me on Twenty-seventh street, so we were, for a while, very good friends. Warwick was successful from the first. In his profession he won all his cases; socially he knew the best people, went to the best houses, and belonged to the best clubs. All this may have turned his head a little, for I have heard people call him vain and proud, but it was easy for us who admired him to forgive faults which, as we said, were royal, like his nature.

"When the Rebellion broke out Warwick was smitten with the war fever, and raised a company for one of the first regiments. There was soldier blood in his family, as he liked to tell us, and for his part he bade fair to equal the military glory of his ancestors. He was well fitted by nature to command men, and his company a week after he took it was the best in the regiment. Those were proud days for Warwick. He was the *preux chevalier*, fearless and reproachless, of the ladies. Even men used to prophesy that he would come back at the head of the army, or at least a corps commander. The night before the Third started for the front we gave him a reception and presented him with a sword. I can see him now as he stood up in his uniform and kissed the naked blade with all the chivalry of a Bayard.

"Then came the weeks of guard duty in the trenches about Washington. Then,—Bull Run. I was at the Knickerbocker Club in the evening as the reports of the fight came slowly in. At last came the lists of the killed and of the wounded. At the top of the second list stood the name of Henry Warwick. There was no word of comment or explanation, yet we felt sure that he had fallen with his face to the enemy. Our hero had not disappointed us. There was pride, and perhaps envy, in our hearts as we cheered his exploits, and drank to his safe recovery.

"Within a few days, however, ugly stories about Warwick's conduct began to be circulated,—stories at first denied, but as often reasserted. It was said that when the firing began Warwick became greatly excited. He gave contradictory orders, and stormed furiously at his men when he was not obeyed, even striking them with his sword. As the fighting became sharper he manifested all the signs of utter terror, and at last turned his company over to a lieutenant, declaring that he was wounded. He was found later in the rear, slightly injured, but the circumstances were such as to leave little doubt that his wound was inflicted by his own hand.

"Warwick's family influence saved him from an official investigation. There were too many cases only less shameful for the government to attend to them all; so he escaped cashiering, and perhaps worse, by laying down his commission. But the judgment of public opinion was merciless. The war spirit ran very high just then, and when Warwick returned to New York he was almost universally cut. At the clubs, on the street, everywhere it was the same. A few of us, it is true, stood by him loyally for a time, persistently refusing to believe the charges

against him; but when he refused to demand an investigation, and insisted on resigning his commission, we lost faith in him and fell away. He never attempted any open statement, but his confession was written in his face. At first Warwick bore his disgrace with proud patience, but the constant persecution was at last too much for even his spirit. Little by little he dropped out of his place in the world. It made little stir when the papers one morning announced his departure for Europe.

"So Henry Warwick passed out of sight and was forgotten. We heard vague rumors now and again of his reckless life at Paris or Monte Carlo. There were reports of his return from time to time, but they were contradicted by the appearance of the great mansion, which stood blank and desolate to remind us that its master had once had a place among us.

"Thus two years passed. It was the summer of '63. That season will always be remembered in New York as the time of the draft riots. The trouble began early in July. For several days the East Side had been muttering its discontent, but nothing had come of it and it seemed as if the trouble would pass. All through Sunday night we heard men and boys marching through the streets singing 'Dixie' and 'The Flag with the Single Star,' and cheering Jeff Davis; but it was not until Monday that the mob began its work. Although I did not expect any danger, I sat up through Monday night watching the red streamers as they flared across the dull sky, and listened to the distant firing. Toward morning, as I was getting drowsy, the first real excitement came. A large stone tore its way through the shutter and window-pane, and fell into the room with a crash. There were similar noises all along the street, and I could easily distinguish the sound of the stones as they struck against the boarded casements of Warwick's house.

"As the dawn began to redden toward sunrise I opened a window and leaned out to enjoy the fresh air. Among other houses Warwick's had suffered particularly. The large panes of the front door were broken, and a part of the boarding of the windows was torn away, so that I could see a light within.

"I was about closing my window when I heard the sound of a multitude of footsteps ringing on the sharp pavement, shouts from many voices, and pistol shots. Far up the street a black mass was rapidly approaching. In a moment I could distinguish through the dust and smoke the forms of men running at full speed. Then I made out a single runner a little ahead, fleeing from the rest. As he came nearer I saw that he was black. Hatless, shoeless, his coat torn to ribbons, his shirt fleecked with blood, his face seamed with lines of anguish and terror, he ran as one who runs for life. His eyes rolled wildly from side to side; his breath came in short, deep gasps, like groans. At every yard the mob gained. An instant more and he was down, with his pursuers upon him.

"For a moment it seemed as if the negro would be torn in pieces where he fell, but such was not the plan of the leaders. His arms were

quickly secured and he was dragged to a lamp-post. A slender cord was thrown about his neck, passed over the crossbar, caught by outstretched hands, and the black hung quivering in the air,—but only for a second. The weight was too much for the rope, and he fell heavily to the pavement. Again there was a struggle, and again it seemed as if the victim must perish literally at the hands of the mob, but the leaders succeeded in extricating him, and once more he stood beside the post. His arms had become unbound in the struggle, and as his body shot a second time into the air he grasped the rope above his head and hung thus supported. Up to this time he had borne his torture with stoical silence, but now he burst into passionate entreaties and promises, a babel of words mingled with tears and shrieks of pain and fear. The pitiless faces below answered with laughter. When part of the crowd would have dragged him down by the feet, others interposed, to prolong the sport. The whole affair had occupied but a short, and inconceivable short time, showing on the part of the mob a horrible familiarity with their work.

"The negro's nostrils were swelling and his eyes starting from their sockets. His cries redoubled. His hands began to slip slowly down the smooth rope. I turned away to hide the sight, but a new sound drew me to the window. It was the noise of a door shutting violently with a crash of broken glass. Across the street I saw Henry Warwick advancing to the lamp-post with rapid strides. He wore his uniform of Captain in the Zouaves and carried a sword,—the sword which we had given him long before. I did not realize all this at once. Indeed, I scarcely could have told what was happening until the rope was cut and the negro was set free, and Warwick stood facing the mob with his sword at guard.

"How long he held them at bay I cannot tell. It may have been one minute, or three. A man made a rush forward. Warwick's sword flashed above his head and the ruffian sank back with a groan. But the spell was broken. Stones flew. Pistols were fired. Warwick's sword arm sank powerless to his side. A stone struck him full on the forehead. He made an effort to support himself with his sword, but the well-tempered blade bent almost double, and he sank slowly to the ground.

"We lifted up the body of Henry Warwick and laid him in his own dwelling. All that day and the next he was unconscious. Now he was at the head of the company, leading his men to battle; now he was once more cutting down the negro and facing the mob. Toward evening he regained consciousness, but only for a moment. He called for his uniform, and at his bidding we raised him in our arms, threw his coat about his shoulders, put the cap on his head and his sword in his hand, and thus he died.

"Three days after, by special orders from Washington, Captain Henry Warwick was buried with the honors of war."

Harvard Monthly.

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The Modalist, or the Laws of Rational Conviction. Prof. Edward John Hamilton, D. D. Boston : Ginn & Co., 1891. pp. vi, 331.

In his prefatory dissertation to this book the author seems to claim that he has " reconstructed logic, and * * * made it a thoroughly satisfactory science." In this he may be justified to some degree, for he has made a strong case for the " restoration of modal syllogisms," to the province of pure logic.

The assertion of many logicians that modality must be ruled out of logic, as pertaining more to the matter of thought than the form may be overdrawn ; certainly to be of practical value the proper relation of logic to metaphysics must be considered, and this is Prof. Hamilton's aim.

To lose sight of all qualitative significance in ideas and things compared is to render logic a sterile and uncertain medium. Moreover the strictly formal and quantitative ele-

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ments of thought pertain most properly to mathematics, and logic is not a branch of that science.

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A Short History of German Literature. By Prof. James K. Hosmer. New York: Charles Scribner's Sons, 1891. pp. xv, 605.

In this well-written and instructive volume the periods of German literature are clearly divided; the leading men and their works impartially described. The writer has the delightful faculty of mingling the past with the present, bringing all the more distinctly to the mind's eye the characters and events. The history of the time is given with the life of each author, showing the development of his mind as revealed in his writings, enough in detail to interest without confusing.

The chapter on the Thirty Years' War explains very satisfactorily the interval between the Mastersingers and the last great period of the literature beginning with Lessing, making real the character of Wallenstein as described in Schiller's great drama.

No attempt is made to deal with the philosophers who have made the German name famous, but the significence of Fichte and Schelling to the romanticist movement is sufficiently indicated.

The book ends with an able treatise on *German Style*, of no little value to the student.

While treating of literature, it possesses literary merit itself, and would well adorn any library.

English Composition. Prof. Barrett Wendell. New York: Charles Scribner's Sons, 1891. pp. x, 315.

The maxim of this book, stated on the second page, says: "The question is not whether a given word or sentence is eternally right or wrong, but rather how accurately it expresses what the writer has to say." Composition is the art of self-expression by the combining of written or spoken words and sentences. The expression is the thing paramount, and that, too, by the greatest economy of attention.

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Gœthe's Hermann and Dorothea. Heath's Modern Language Series, Boston: 1891.

It would be hard to speak too favorably of this edition of Gœthe's famous pastoral poem. The text is reliable, the introduction clear and adequate, the notes thorough, copious and judicious, and the biography valuable to the instructor if not also attractive to the student. Among so many good points it is difficult to specify all; one in particular attracts our notice. It is a great satisfaction to find the position of Voss in German pastoral poetry properly defined. There has been too much and needless discussion of the matter. We ourselves recollect an impressive inaugural address of a learned Professor in which, after stating that but for Voss' Luise the poem of Gœthe would never have been written, he went on to show that the latter poem came from the former in direct and *unacknowledged* derivation. The fact that Gœthe acknowledged his obligation to the Luise, as also the Vicar of Wakefield, seemed to have dawned upon the learned Professor as little as the patent fact that Gœthe surpassed both in his treatment of a kindred subject. Voss' Luise is precisely what we should expect from the masterly translator of the sublime simplicity of Homer; it is like the Dutch school in painting where the very dent in the copper vessel the very dirt on the vegetables in market, give us the perfection of realism. As such, the Luise is of the two the more accurate reflection of contemporary German life. Gœthe's poem, however, is highly idealized, and managed in

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—*Juvenal, Sat. L. v.* 85.

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W. C. T.

The Songs of Sappho. J. S. Easby-Smith. Washington: 1891.

This neat little book of less than 100 pages comes to us from the press of Stormont & Jackson. By a very common mistake the price has been fixed at double the rate that would have ensured a ready sale, though this course is justified no doubt by the limited number of copies that will be needed. Scholars will prefer to approach the study of Sappho through the best German commentators, or even in the text of Mr. Wharton's edition, London, 1885, upon which this little book is based. The design of the book is to make Sappho better known and more popular with American readers.

The author states that "as any edition of Sappho—especially a complete text—is extremely rare, the Faculty determined to publish my work." As it is published for Georgetown University and copyrighted by them, we shrewdly infer that it is intended for class-room use. If so, we sincerely hope the student will not rely upon the right-hand pages throughout the book in class, lest he be led into many a quagmire. Like the well-known Bohn editions, this work recognizes no difficulties and meets no doubtful passages. The author has a happy knack at rhyme, and gives us metrical paraphrases which run very smoothly. Yet a lover of good English will probably prefer to pick out translations of famous passages for himself from the works of the standard poets, whose skill and ingenuity have been taxed to the utmost to render the delicate diction and flowing metre of the original acceptably.

The memoir shows very gracefully how little we can hope to know of the life of the poetess. In this connection nothing has been said of the mythical and symbolic significance of much of the so-called historical material for this research, as the work lays no claim to critical scholarship.

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Oct. 21 B. P., 12; Rutgers, 10.

BROWN.

Oct. 1 Brown, 6; M. I. T., 4.
Oct. 17 Brown, 18; Bowdoin, 22.
Oct. 24 Brown, 18; Bowdoin, 0.
Oct. 28 Brown, 6; M. I. T., 14.
Nov. 4 Brown, 0; Williams, 58.

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Oct. 24 Columbia, 0; Trinity, 54.
Oct. 28 Columbia, 0; Rutgers, 44.

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Oct. 3 Cornell, ; Syracuse, .
Oct. 10 Cornell, 0; Bucknell, 4.
Oct. 17 Cor. (2d), 12; Syracuse, 6.
Oct. 17 Cornell, 72; Stevens, 0.
Nov. 7 Cornell, 24; Lehigh, 0.

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Oct. 3 Dartmouth, 0; Harvard, 16.
Nov. 4 Dartmouth, 32; Stevens, 12.

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Oct. 3 Harvard, 16; Dartmouth, 0.
Oct. 10 Harvard, 18; Amherst, 0.
Oct. 14 Harvard, 26; M. I. T., 0.
Oct. 17 Harvard, 26; Williams, 6.
Oct. 24 Harvard, 39; Amherst, 0.
Oct. 28 Harvard, 79; Bowdoin, 0.
Nov. 3 Harvard, 124; Wesleyan, 0.

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Sept. 25 Lafayette, 10; Buck., 16.
Oct. 14 Lafayette, 38; Haverford, 0.
Oct. 20 Lafayette, 0; Princeton, 24.
Oct. 24 Lafayette, 0; Cornell, 30.
Oct. 28 Lafayette, 6; U. of Penn. 15.
Nov. 4 Lafayette, 4; Lehigh, 22.
Nov. 7 Lafayette, ; Columbia,

LEHIGH.

Oct. 3 Lehigh, 24; State Coll., 2.
Oct. 8 Lehigh, 0; Princeton, 18.
Oct. 14 Lehigh, 0; Princeton, 30.
Oct. 17 Lehigh, 22; Rutgers, 0.
Oct. 24 Lehigh, 0; U. of Penn., 42.
Oct. 31 Lehigh, 0; Yale, 38.
Nov. 4 Lehigh, 22; Lafayette, 4.

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Oct. 28 U. of Penn., 18; Lafayette, 6.

PRINCETON.

Oct. 8 Princeton, 18; Lehigh, 0.
Oct. 14 Princeton, 30; Lehigh, 0.
Oct. 18 Princeton, 44; F. & M., 0.
Oct. 20 Princeton, 24; Lafayette, 0.
Nov. 7 Prin., 24; U. of Penn., 0.

RUTGERS.

Oct. 21 Rutgers, 6; U. of Penn., 32.
Oct. 21 Rutgers, 10; B. Poly., 12.
Oct. 24 Rutgers, 12; Stevens, 10.
Oct. 28 Rutgers, 44; Col., 0.

STEVENS.

Oct. 14 Stevens, 38; N. Y. U., 0.
Oct. 17 Stevens, 0; Cornell, 72.
Oct. 21 Stevens, 52; Columbia, 0.
Oct. 24 Stevens, 10; Rutgers, 12.
Oct. 31 Stevens, ; Williams, .
Nov. 4 Stevens, 12; Dartmouth, 32.

SWARTHMORE.

Oct. 17 Swarthmore, ; State Coll.
Oct. 24 Swarthmore, ; Bucknell,

SYRACUSE.

Oct. 3 Syracuse, 0; Cornell, 68.
Oct. 17 Syracuse, 6; Cor. (2d), 12.

TRINITY.

Oct. 7 Trinity, 0; Yale, 36.
Oct. 17 Trinity, 4; Wesleyan, 0.
Oct. 24 Trinity, 54; Columbia, 0.

WILLIAMS.

Oct. 10 Williams, 0; Yale, 46.
Oct. 31 Williams, ; Stevens, .
Nov. 4 Williams, 58; Brown, 0.
Nov. 7 Williams, 30; M. I. T., 0.

YALE.

Sept. 30 Yale, 28; Wesleyan, 0.
Oct. 7 Yale, 36; Trinity, 0.
Oct. 10 Yale, 46; Williams, 0.
Oct. 31 Yale, 38; Lehigh, 0.
Nov. 7 Yale, 76; Wesleyan, 0.

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—*Harvard Lampoon.*

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—*Maine College Cadet.*

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COLLEGE NEWS.

ASSOCIATE EDITORS.

Harvard—Hunt, E. L.
Yale—Woodruff, John S.
Columbia—Livingston, Goodhue
Cornell—Poole, Murray E.
Univ. of Penn.—Whiting, W. D.
Union—Veeder, James U.
Rutgers—Tindell, Chas. E.
Trinity—
Amherst—Hamilton, G. H.
Dartmouth—
Hamilton—Curran, John M.
N. Y. University—Palmer, C. A.
Williams –
Michigan—Babst, E. D.
Univ. of Kansas—Kellogg, V. L.
Princeton—Church, Alonzo
Wash. & Lee—
Syracuse—
Rochester—
California University—
Swarthmore—Eavenson, Howard N.
Illinois College—
Hobart—Lapham, W. G.
Lehigh—Cooke, Llewellyn
Wellesley—Baker, Miss B. B.
Mass. Inst. of Tech.—
Wesleyan—Floy, Frederic H.
Kenyon—
Ohio Wesleyan—Foraker, J. B.
Brown—Gladding, R. Henry

Cornell.—The number of Freshmen is over 450, and the numbers in the upper classes are larger than last year. In the Law School are 4 Graduates, 48 Seniors and 65 Juniors. The total number of students in the University is 1,358. Last year at this time it was 1,271.

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JOHN M. TOUCEY, General Manager. GEORGE H. DANIELS, Gen'l Passenger Ag't.

Grand Central Station, New York.

30-10-92.

Before the end of the year there will be 1,500. About 30 students from the general courses in the university have elected law work.—The old library room in the McGraw Building is to be occupied by the museum of casts of ancient art.—Football interests have been looked after this year unusually closely. For the last two weeks the men have been taking almost daily practice on the athletic field, though it is noticed that very few of the old men are back yet. Captain Johanson is taking great pains to bring out and develope good material which has not been utilized. Manager Galbreath has arranged a good schedule of games, especially on the home grounds. The Freshman class contains an unusual number of strong men in football, and this fact promises well for the future of Cornell's eleven. —The second semi-annual convention of the New York State Intercollegiate Press Association was held in Ithaca on Friday, Oct. 16th, at 3.30 P. M. The business meeting of the convention will probably be held in Barnes Hall, and will be open to representatives of all the college papers. The papers now represented in the Association are the *Sun*, *Hobart Herald*, *Rochester Campus*, *Syracusan*, *University News*, *University Herald*, *Concordiensis*, *Hamilton Literary Monthly*, *Hamilton Review*, *Madisonensis*. All college papers in the State are eligible to membership in the Association.—Messrs. Campbell and Wood, builders of the beautiful Fiske Mansion, Memorial Chapel and other costly buildings, are engaged in building the new Zeta Psi Chapter house which is to cost $40,000, and

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will be the finest one at Cornell.—The statements furnished by Graduate Treasurer Treman show that the boathouse belonging to the Cornell Navy has cost $3,289.64. There is no debt against the boathouse, but it is far from completely fitted up for the use of the crew. —Hale, Harvard's famous walker, has entered the University.—Mrs. Ezra Cornell, wife of the founder of the University, and mother of Gov. Alonzo B. Cornell, died Sept. 2d.—Hon. Douglas Boardman, Ex-Justice of the N. Y. Supreme Court, Dean of the Law School, and a trustee of the University since 1875, died Sept. 5.—Hon. Charles A. Collin, Yale, '66, now a Professor in the Law School, is prominently mentioned for Dean of the Law School to succeed Judge Boardman.—Hanson, a graduate of Yale, '90, and a noted football player, has registered in the Law School.—The Alpha Phi Fraternity held a convention with the Cornell Chapter from Oct. 8 to 10.—The new Chi Phi chapter house opened during commencement week is now occupied by the fraternity.—The Delta Upsilon and Sigma Chi Fraternities are building new chapter houses.—The Town and Gown Club are building a club house. The club was organized only recently but starts out with enthusiasm and a good treasury. Membership is limited to 75.—Ground has been broken for the new Law School building which is to cost $85,000, and to be completed in May, 1892. —In the Law School Prof. Francis M. Burdick has gone to Columbia, and Prof. Pratt has resigned. Charles E. Hughes, a graduate of Brown, '81, and the Columbia Law School, '84, and William A. Finch, Cornell, '80, take their places.—The new annex to the gymnasium

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will soon be completed. It is to contain a swimming tank.—The new Sage Library was dedicated October 7. The principal address was made by President Daniel C. Gilman, of John Hopkins. Other speakers were President Charles Kendall Adams, Gen. Steward L. Woodford, Henry W. Sage, the donor, and ex President Andrew D. White. The building cost $260,000, and the foundation is $300,000. Ex-President White gave his historical library of over 30,000 volumes, valued at over $100,000.—Commodore Fuller of the Cornell navy has engaged Charles E. Courtney to coach next year's 'Varsity and freshmen crews. Courtney began his work October 1, and will, if possible, get the men into shells for practice during the fall.—The question of a cane rush was submitted to the Senior class, who decided that it should be abolished, and the two lower classes have acquiesced in the decision.—Foot ball, October 3. Cornell, 68; Syracuse, 0.—The Faculty of the new Susan E. Linn Sage School of Philosophy, which was endowed with $250,000, by Hon. Henry W. Sage is now completed, consists of Jacob G. Schurman, Dean; Frank Angell, Psychology; Rev. Charles M. Tyler, Philosophy of Religious and Christian Ethics; Samuel G. Williams, Pedagogics; Dr. Miller, Political Economy; Dr. Albert Emerson, Classical Archaeology.—Cornell will not be represented in the Intercollegiate Tennis Tournament to be held in New Haven this fall, for lack of funds in the treasury of the Cornell Tennis Association.

New York University.—Owing to the increased attendance two additional rooms have been tastily fitted up for the accommodation of the students. The law class has gone upstairs the library is now open until 9.30 P. M.—Prof. Chas. Snow, N. Y. U., '86, will in all probability be appointed to associate professor of civil engineering.

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ceive 300 small arms, double the usual number allowed to schools, side arms for officers and two-rifled 3-inch cannon.

Union.—The College opened with 80 Freshmen, the largest in 20 years. Union expects to have a good football team. Van Valkenburgh, '93, is Captain of the team. The Psi U's expect to have their chapter house finished soon. The majority of societies here will have chapter houses within a short time. —Mr. Homer P. Cummings, Union, '88, is filling the place made vacant by the resignation of Tutor Livingston J. Little.—Mr. Albert H. Pepper is temporarily filling the place made vacant by the absence of Prof. William Wells, who is traveling in Europe.—The College expects to realize soon more material benefits from her large investments in Long Island City.

Rutgers.—Dr. Albert H. Chester, formerly of Hamilton College, is now at the head of the department of Chemistry.—Rev. William R. Duryee, D. D., has resigned the pastorate of a Reformed Church in Jersey City, to fill the chair of Moral Philosophy at Rutgers. Dr. Duryee will read a paper on "The Study of the English Bible as a Classic in the Colleges," at the Association Colleges of the Middle States, which will meet with Cornell University in November.—Prof. Robert U. Prentiss, Rutgers '78, and of late in the Naval Observatory at Washington, will be a new Mathematical Professor. —Prof. John J. Brereton has been appointed by the government to have charge of the military discipline at Rutgers during the coming three years.—During the summer several thousand dollars have been spent in providing new aparatus for the biological, electrical, agricultural and mathematical departments. New buildings have been erected on the college farm, and students will have charge in a part of the work.—History has

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Gain of Insurance in force, - -	$286,437,580.00

been added as a prescribed study during the senior year.—An Alumni fund has been started. It is intended especially for the classical department, and to bring thereto the same results that national help has brought to the scientific side. —Ground has been broken for the erection of the Delta Upsilon Chapter House.—The campus has been much improved. Estimates have been furnished for a handsome stone wall along the south side of the campus. All this is by private subscription.

Amherst.—Prof. A. L. Kimball from Johns Hopkins, takes his place among the Faculty in the Physics department.—Prof. Geo. D. Olds comes from Rochester to the Freshman chair of Mathematics.—Laboratory accommodations for 60 students have been added to the Biology Laboratory.—Prof. Gardner of Smith College is filling the place of Prof. Gorman in Psychology. Prof. Gorman has been granted a year's leave of absence by the Faculty.—F.L.Thompson, '92, has been elected football manager in place of W. F. McClelland, who has left college. The team practice daily on Pratt Field, but show little improvement. Dudley Dean of Harvard is coaching the team.—The Porter prize for excellence in entrance examinations went to W. J. Boardman, who prepared at St. Johnsbury, Vt.—The Amherst Cotillion Club will give the fall cotillion at the Alpha Delta Phi House, November 18. J. K. Kallock will lead. The officers for the year are: C. J. Sullivan, president; G. L. Hamilton, secretary and treasurer.—O. H. Story has been elected assistant base ball manager for the coming year.

Swarthmore.—A chapter of the Kappa Alpha Theta (lady students) fraternity was founded in the college Sept. 24th with nine charter members. At a recent meeting of the Board of managers, Esther T.

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Moore, secretary to the president and registrar, was made a member of the faculty.—Instructor Lucius E. Williams has resigned.—Instructor William McClellan has accepted the professorship of Mechanical Drawing at the Reading High School, Pa.—Allen K. White, '94, has been elected secretary of the Athletic Association. — '93's "Halcy" Editor, is John L. Carver. Charles Hart, '92, has been elected president of the Delphic Society. John F. Murray, '92, of the Economian, and Howard B. Green, '92, of the Scientific. The class presidents are Joseph J. Walker, '92, Frank E. Broomell, '93, Allen K. White, '94, and Samuel H. Mattson, '95.

Wellesley. — The Freshman Class numbers 198. — President Shafer has returned. New electives are offered in Philosophy, Comparative Philology, Mathematics, Chemistry, Physics, Rhetoric, and Literature.—The gymnasium has been fitted out with the apparatus for the Swedish system of physical culture and exercises will be required three times a week. This is the first year that physical training has been made a regular prescribed course at Wellesley.—On September 30th, Wellesley was honored by a visit from Mrs. President Harrison and Mrs. McKee. An informal reception was held, at which the Faculty and the Seniors were present.—On the evening of October 5th the usual Memorial Service was held, on the occasion of the anniversary of the death of Wellesley's founder, Mr. Durant. Mrs. Louise McCoy North, of the Class of '97, delivered the address. —The Wellesley students are deeply interested in the College Settlement in New York. On October 2d, Miss Adeline Emerson Thompson, of the Class of '80, spoke to the students about the work of the Settlement. It has been resolved to form a Chapter of the Association at Wellesley—The Tennis Courts are very popular.

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The examination may be divided by the student into preliminary and final. For the preliminary examination a student may offer himself only with the written approval of his instructor; certain subjects are reserved for the final examination, and no credits will be given for the preliminary examination, unless the student pass upon a substantial part of the work offered.

The right to send students by certificate is granted by special vote of the faculty to preparatory schools and academies upon the presentation of evidence that they maintain a good standard of scholarship, and the right is withdrawn if students coming upon certificate from any school are found to be insufficiently prepared.

Ability to read at sight in easy Greek and Latin is expected in the examination, but a thorough and accurate knowledge of the fundamentals in mathematics, and of the ordinary facts of Greek and Latin grammar is essential. Equivalents for the authors specified in the catalogue will be accepted.

For a specific statement of the terms of admission and the limitations of the certificate privilege, see the catalogue, pp. 23–28.

Students from other colleges of good standing are admitted upon certificate of honorable dismissal, but not to the senior class after the beginning of the second term. Examination is required upon subjects not covered by the certificate.

Provision is made for special students who for good reason may be unable to take up the full work, but no degree is granted to such students, and the right to attend classes is somewhat carefully restricted by special regulation (catalogue, pp. 26–27) to students of sufficient maturity and mental discipline.

The work of Freshman year in Greek, Latin, Mathematics and French, continuing the subjects of the preparatory course, but with considerable broadening of method in the direction of rapid reading and

attention to the form and subject-matter of the authors read in Greek and Latin. In Sophomore year, German, History, Physics, Biology and Chemistry are required ; the work is done largely by lectures or after laboratory methods. Greek, Mathematics and Latin are required for part of the year and continued as optionals, each student taking one of the three during the last half of the year. The required studies of Junior and Senior years are chiefly in the historical and metaphysical sciences ; this work continues to be considered, as it has been in the past in this college, especially important as an element in education.

The elective work of Junior and Senior years is explained in detail in the catalogue, pp. 31–37. The schedule is so arranged as to permit the grouping of similar studies, and the concentration of work upon history and political science, natural science and mathematics and astronomy, modern languages and literatures, philosophy, or classical philology. Still more important is the fact that the subdivision of the class into small sections allows special and individual work under the direction of the instructor. All the work in biology, physics and chemistry is done in the laboratories, two or three hours of such work counting as one in making up the six hours of elective work. The laboratory method is also followed in the higher mathematics, and for the electives in Greek and history there is a special room where working libraries, supplemented by books from the college library, are reserved for the use of students. For the Latin elective there is a similar room in the library building with access during working hours to the main library ; the electives in Greek and Latin have also a collection of about 4,000 dissertations and other philological pamphlets. It is the intention of the college that these newer methods of instruction and work in all departments, which are past modifications of the German *Seminar* system and which must be regarded as to some degree tentative, shall be used in advanced work as fully as the conditions of the American college permit. In this direction the small size of the elective divisions has been a great advantage, and has enabled the college to participate in the recent movements toward reforming and individualizing methods of instruction.

The college and society libraries contain about 40,000 volumes and 5,000 indexed pamphlets. Books are to be accessible to every student ; there are no closed alcoves. All departments of the library are open from 10 to 1, and from 2 to 4, and one of the reading rooms is open in the evening.

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Princeton, New Jersey.

Requirements for Admission.—Academic Department.

ALL entering students on their arrival must report at the Faculty room, in the College offices, and register. Examinations for admission will be written, with supplementary oral examinations if needed. The first examination will commence in Princeton, on Thursday, June 16th, 1892, at 11 A. M., and continue through the afternoon of Friday. The second will commence on Tuesday, September 20th, at 11 A. M., and continue through the afternoon of Wednesday. Applicants who have any conditions or other deficiencies from the June examination are required to remove them at this time. *Attendance is required at the beginning of the examinations.*

Simultaneously with the June entrance examinations in Princeton, examinations will also be held in the cities of New York, Philadelphia, Pittsburgh, Cincinnati, Louisville, Chicago, St. Louis, Omaha, Denver, San Francisco, and at preparatory schools and other cities when necessary. The precise places in which the examinations are to be held can be learned by application to the Registrar. Due notice of these examinations will also be published in leading local newspapers for several weeks in advance.

Examinations at other times and places than those specified are inconvenient and often impracticable, and applicants for examination at other than the regular days are required to pay $10 into the treasury.

Candidates for admission to the Freshman class are examined in the following books and subjects. It is recommended that the candidates be prepared for examination on the requirements as specified ; but equivalents will be accepted.

ENGLISH GRAMMAR.—Whitney, or equivalent; U. S. History—Johnston, Scott, or equivalent.

The writing of a short essay may be required as a part of the examination ; the theme for the essay of 1891 will be based on some one of the following books: *Froude :* Life of Bunyan ; *Irving :* Life of Goldsmith ; *Macaulay :* Essay on Frederick the Great ; *McCarthy:* History of Our Own Times.

The attention of preparatory schools is called to the need of a more thorough study of elementary English

LATIN GRAMMAR ; especially the inflections; the simpler rules for composition and derivation of words ; syntax of cases and verbs, and structure of the sentence in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive ; so much prosody as relates to accent, quantity, versification in general, and dactylic hexameter. Cæsar (five books of the Commentaries); Sallust (Catiline or Jugurtha); Virgil (six books of the Æneid); Cicero's Select Orations (six); Arnold's Latin Prose Composition (twelve chapters), or Jones' Exercises in Latin Prose ; Geography of Ancient Italy.

GREEK GRAMMAR, including prosody; Xenophon (four books of the Anabasis), or Greek Reader (Goodwin's), 111 pages; Homer (the first two books of the Iliad, except the Catalogue of Ships); Greek Composition (Jones' Exercises in Greek Prose, or an equivalent —writing with the accents required); Geography of Ancient Greece and Asia Minor. Special stress is laid upon a thorough knowledge of the noun and verb inflections. Candidates will do well to read an additional book of the Iliad, where this can be done without sacrifice of thoroughness in the stated requirements.

The Continental pronunciation of the vowels and diphthongs is preferred in both Latin and Greek.

ARITHMETIC, including the Metric system; Algebra, through quadratic equations involving two unknown quantities—including radicals, and fractional and negative exponents; Plane Geometry.

At the examinations in June and September, candidates intending to enter the Freshman class one year later are admitted, on request, to examination on a portion of the subjects required for entrance. Unless in exceptional cases, either two of the four general subjects, English, Mathematics, Latin, Greek, must be offered entire; or such parts of at least three subjects as are here prescribed, viz.: in *English*, Grammar or U. S. History; in *Mathematics*, Arithmetic, with the Metric system, and either Algebra or Plane Geometry; in *Latin*, the full amount in Cæsar and one other author, with Grammar; in *Greek*, three books of the Anabasis, with Grammar.

In both Latin and Greek Grammar the examination will be upon noun and verb inflections, syntax of nouns and the simpler rules for syntax of verbs. The examination will be partial only, to be completed the following year.

Immediately after the opening of the College the entering students meet, according to announcement, for the registration of their names and subscription to the following pledge, required by the Board of Trustees:

We, the undersigned, do individually for ourselves promise, without any mental reservation, that we will have no connection whatever with any secret society, nor be present at the meetings of any secret society in this or any other college so long as we are members of the College of New Jersey; it being understood that this promise has no reference to the American Whig and Cliosophic Societies. We also declare that we regard ourselves bound to keep this promise and on no account whatever to violate it.

SCHOOL OF SCIENCE.—This institution is a department of the College of New Jersey, founded in 1873 upon an endowment by Mr. John C. Green.

Candidates for admission to the Freshman class must be at least sixteen years of age. They will be examined in the following books and subjects:

ENGLISH: Same as for the Academic Department. MATHEMATICS: Arithmetic entire, including the Metric system, a practical knowledge of which is indispensable; Algebra, through quadratic equations including two unknown quantities, including evolution, radicals, theory of exponents; Geometry—Plane Geometry entire (five books of Wentworth's or Chauvenet's Geometry, or their equivalent). PHYSICAL GEOGRAPHY: The elements, as contained in Guyot's Grammar-School Geography.

MODERN LANGUAGES: Either FRENCH or GERMAN at the option of the candidate. In either language the examination will be upon the general principles of Grammar [French, Otto, pp. 28–201, or Whitney, Brief French Grammar, pp. 22–111; or *Edgren*, pp. viii.–lxiii. and 27–104; German, Whitney, pp. 23–153 and 278–284; or Otto, pp. 18–253; or Huss, pp. 9–101 of the Theoretical Part; the sections with heavy-faced references only], and the ability to translate easy prose, such as, in French, the first fifty pages of *Lamartine's* Graziella, or of *G. Sand's* La Mare au Diable, or *Erckmann-Chatrian's* Le Conscrit, or *Lacombe's* Petite Histoire du Peuple Francais; or in German, either *Storm's* Immensee, or *Grimm's* Màrchen (Otis' edition, pp. 61–109), or *Boisen's* German Prose (pp. 3–51), or *Joynes's* German Reader, Part II., and pp. 85–110 of Part IV.

Candidates for the degree of Bachelor of Science will be examined (in addition to the subjects above enumerated) in

LATIN: Grammar, with special attention to parsing, and the retranslation from English into Latin of simple sentences from the First Book of Cæsar; Translation, Cæsar (five books of the Gallic War), Cicero (the four orations against Catiline), or equivalents from other Latin authors.

It is recommended that all candidates should receive instruction in free-hand drawing before their entrance.

President, FRANCIS LANDEY PATTON, D.D., LL.D.
Registrar, HENRY N. VAN DYKE, Princeton, N. J.

The University of the City of New York

comprises faculties of Arts and Science, of Medicine and of Law, the professors of each being elected by the University Council, which is the corporation. The University agrees with the Union Theological Seminary to confer, on certain conditions, the degrees of B. D. and D. D. upon the graduates of the latter and to give its students special privileges.

I.—THE FACULTY OF ARTS AND SCIENCE has under its charge three distinct lines of work.

1st. *The undergraduate work or University College.* The student may enter either the Classical or Scientific course, which alike are intended to give a liberal education, the latter offering more of Modern Languages and Natural Sciences than the former. For details concerning entrance examinations, and other information, and for catalogues, address Secretary D. W. Hering, care of the University.

2d. *The Graduate Division or Graduate Seminaries.* Graduates of any college of approved standing may become candidates for the Doctorate of Philosophy. Three major courses, in one group or seminary, must be taken for the doctorate. Two minor courses, in the same, or in another group, must be taken in addition. Beside these four courses, a thesis is required. For a Master's degree, only two courses are required. The three groups or seminaries are: (a) Language and Literature, (b) Mathematics and Natural Science, (c) Philosophy and History. For details of courses and other information address Register of the Graduate Division.

3d. Professional schools under the Faculty of Arts and Science.

(a) *The School of Engineering* enrolls students who have completed the Freshman year in the Scientific Course, and offers them a four years' course for the degree of C. E., the fourth year being Post-collegiate. For full information, address Prof. Brush, care of the University.

(b) *The School of Pedagogy.* For admission to the School of Pedagogy a student must be a graduate of a college of arts and science, or of a New York Normal School, or must present testimonials of general scholarship and culture equal to that received by graduates of the New York Normal Schools. Students are enrolled in Senior and Junior Divisions. The members of the Senior division, after completing the course of study and seven years of successful teaching, will be graduated with the degree of Doctor of Pedagogy. The members of the Junior Division, after completing the course and three years of successful experience, will be graduated with the degree of Master of Pedagogy. This is the first instance in the history of Education in which a University has promised special degrees to teachers who should master a full course of study in Pedagogy.

II. THE FACULTY OF MEDICINE.—The University Medical College or Department of Medicine of the University is in East Twenty-sixth street, immediately opposite Bellevue Hospital, between First Avenue and the East River. Hereafter matriculants desiring to become candidates for the degree of M. D., are required to pass an examination upon preliminary studies, except those who present certain testimonials which by the Rules of the Regents are accepted in the place of examinations. Beginning with the season of 1891-92, candidates for graduation, except such as have previously marticulated in this college, must have attended three full courses of lectures. Details concerning this change in the requirements will be published in the next catalogue.

THE FACULTY OF LAW.—The University Law School offers a two years' course for the degree of Bachelor of Laws.

Students may enter at any time, and while no previous course of study is required, careful preparation is urgently recomended. Blackstone's or Kent's Commentaries should be read, with constant reference to Abbott's, Bouvier's or Burrill's Law Dictionary; and the student will derive great advantage throughout his course at the School from the previous study of Pomeroy's Municipal Law, or Walker's or Warren's Introduction, of some elementary work on the Roman Law, such as Poste's Gaius, or Ortolan's Roman Law, by Prichard, Clarke's Early Roman Law, and of Stubbs's Select Charters and Constitutional History.

Note.—By the terms of an endowment made by the Woman's Legal Education Society, a course of "Lectures upon Law to non-matriculants, and in particular to Business Women," is given by Prof. C. G. Tiedeman under appointment by the University Council.

HENRY M. MACCRACKEN, LL.D., Chancellor.

Columbia College in the City of New York.

COLUMBIA COLLEGE in the City of New York at the present time consists of the School of Arts, the original college, founded in 1754; of sundry professional schools, to wit: the School of Law, the School of Mines, and the College of Physicians and Surgeons, admission to all of which, as candidates for professional degrees, is open to all students whether or not they are college bred men; and of the University Faculties of Law, Mines (Mathematics and Natural Science), Political Science and Philosophy, which conduct all courses leading to the university degrees of Master of Arts and Doctor of Philosophy.

The point of contact between the college and the university is the senior year in the School of Arts, during which year the students in the School of Arts pursue their studies with the consent of the Faculty of Arts, under one or more of the University Faculties.

The School of Arts.

The School of Arts, or the college proper, has a curriculum of four years' duration leading to the degree of Bachelor of Arts. Candidates for admission to the School of Arts must be at least fifteen years of age and pass an examination on prescribed subjects, the particulars concerning which may be found in the annual Circular of Information.

For information concerning the School of Arts, address the Registrar of the School of Arts, Columbia College, New York.

The University Faculties.

The University Faculties of Law, Mines (Mathematics and Natural Science), Political Science, Philosophy and the College of Physicians and Surgeons, taken together, constitute the University. These university faculties offer advanced courses of study and investigation, respectively, in (a) Private or Municipal Law, (b) Mathematics and Pure and Applied Science, (c) History, Economics and Public Law, and (d) Philosophy, Philology and Letters. Courses of study under one or more of these university faculties are open to members of the senior class in the School of Arts, and to all students who have successfully pursued an equivalent course of undergraduate study to the close of the junior year. These lead through the Bachelor's degree to the university degrees of Master of Arts and Doctor of Philosophy.

For information concerning the degrees of Master of Arts and Doctor of Philosophy, address the Secretary of the President, Columbia College, New York.

The Professional Schools.

The professional schools of Law, Mines, and Medicine, receive, on terms prescribed by the faculty of each school, all students, as well those not having pursued a course of undergraduate study as those who have, as candidates for professional degrees.

1. The School of Law, established in 1858, offers a three years' course of study in common and equity jurisprudence, medical jurisprudence, criminal and constitutional law, international law public and private, and comparative jurisprudence. The degree of Bachelor of Laws is conferred on the satisfactory completion of the course. The courses in constitutional and international law and comparative jurisprudence are conducted by the Faculty of Political Science.

For information concerning the School of Law, address the Secretary of the School of Law, Columbia College, New York.

2. The School of Mines, established in 1864, offers the following courses of study, each of four years' duration, and each leading to an appropriate professional degree; namely,

mining engineering, civil engineering, metallurgy, geology and palæontology, analytical and applied chemistry, architecture; and as graduate courses, of two years each, sanitary engineering, and electrical engineering.

For information concerning the School of Mines, address the Registrar of the School of Mines, Columbia College, New York.

3. The College of Physicians and Surgeons offers a three years' course of study in the principles and practice of medicine and surgery, leading to the degree of Doctor of Medicine (M. D.)

For information concerning the Medical Department, address the Secretary of the College of Physician and Surgeons, 437 West 59th St., New York.

The Non-Professional Schools.

The University Faculties of Political Science and Philosophy conduct respectively the Schools of Political Science and Philosophy, entrance to which is open only to students who have completed their junior year in the School of Arts, or in some other college maintaining an equivalent curriculum.

1. The School of Political Science, established in 1880, embraces courses in constitutional history and law, history of political theories, political economy and social science, Roman law and comparative jurisprudence, administrative law, international law, and history.

2. The School of Philosophy, established in 1890, embraces courses in philosophy, philology, and letters.

For information concerning the Schools of Political Science, and Philosophy, address the Secretary of the President, Columbia College, New York.

SETH LOW, LL.D., President.

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THE COLLEGIATE SCHOOL, 721 Madison Avenue, founded in 1820, has had only three senior Principals; William Forest, A. M., 1820-1852, Geo. P. Quackenbos, LL.D , 1852-1867, Rev. Henry B. Chapin, D.D., Ph. D., since 1867. Under Dr. Chapin's administration 58 graduates have entered college—41 in departments of Arts, 17 in departments of Science. The present school year began September 23d.

THE CALLISEN SCHOOL, 131 West 43d Street, established in 1868, is the third oldest establishment of the kind in the city, and the first to introduce military drill. Pupils prepared for college, West Point, or a mercantile career.

HALSEY SCHOOL. 1864-1891. Collegiate school for boys. 34 West 40th Street, New York. William McDowell Halsey, Ph. D., Principal. Number of pupils limited. Short lessons thoroughly mastered.

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In eleven years the School has prepared 141 for the leading colleges—101 classical, 40 scientific. All were successful and many entered with honors.

THE CUTLER SCHOOL, Nos. 18 and 20 West 43d Street, was established in 1876. Since then ninety-one graduates have entered college—seventy-nine in departments of Arts, twelve in departments of Science. The school year begins October 1st.

DWIGHT SCHOOL, 1479-1485 Broadway (43d St.) A superior preparatory school for Yale, Harvard, Columbia, Princeton, or for any college or business. By the methods pursued in this school, a bright student can often save a year's time. Light, airy, well ventilated rooms. Easy of access. Junior class of boys from ten to fourteen under the direct charge of the principals. Twelfth year opens September 23d.

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Register of American Colleges.

1877—Adger College, Walhalla, S. C.
De C. Kemper, M. A., Pres.

1859—Adrian College, Adrian, Mich.
Rev. George B. McElroy, D. D., Ph. D., F. S., Chairman of Faculty.

1820—The University of Alabama, University, Ala.
Richard C. Jones, LL. D., Pres.

1861—Albion College, Albion, Mich.
Rev. L. R. Fiske D. D., LL. D., Pres.

1815—Allegheny College, Meadville, Pa.
Rev. David H. Wheeler, D. D., Pres.

1857—Alfred University, Alfred Centre, N. Y.
Rev. J. Allen, D. D., Pres.

1825—Amherst College, Amherst, Mass.
Merrill E. Gates, Ph. D., LL. D., Pres.

1858—Amity College, College Springs, Iowa.
Rev. T. J. Kennedy, D. D., F. S., Pres.

1852—Antioch College, Yellow Springs, O.
Rev. Daniel A. Long, D. D., Pres.

1872—Arkansas College, Batesville, Ark.
Rev. I. J. Long, D. D., Pres.

1878—Ashland University, Ashland, O.
J. M. Tombaugh, A. M., Pres.

1867—Atlanta University, Atlanta, Ga.
Rev. Horace Bumstead, D. D., Pres.

1858—Baker University, Baldwin, Kan.
Rev. W. A. Quayle, A. M., Pres.

1856—Baldwin University, Berea, O.
Rev. Joseph E. Stubbs, A. M., Pres.

1863—Bates College, Lewiston, Me.
Rev. Oren B. Cheney, D. D., LL. D., Pres.

1874—Battle Creek College, Battle Creek, Mich.
William W. Prescott, A. M., Pres.

1846—Beloit College, Beloit, Wis.
Rev. Edward D. Eaton, D. D., LL. D., Pres.

1866—Berea College, Berea, Ky.
Pres. vacant.

1840—Bethany College, Bethany, W. Va.
Rev. Archibald McLean, Pres.

1850—Bethel College, McKenzie, Tenn.
W. B. Sherrill, A. M., Pres.

1854—Bethel College, Russellville, Ky.
Rev. W. S. Ryland, Ph. D., Chairman of Faculty.

1877—Biddle University, Charlotte, N. C.
Rev. W. F. Johnson, D. D., Pres.

1869—Boston University, Boston, Mass.
Rev. William F. Warren, S. T. D., LL. D., Pres.

1794—Bowdoin College, Brunswick, Me.
Rev. Wm. De Witt Hyde, D. D., Pres.

1857—Bowdon College, Bowdon, Ga.
Rev. F. H. M. Henderson, D. D., Pres.

1764—Brown University, Providence, R. I.
Rev. E. B. Andrews, D. D., LL. D., Pres.

1884—Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

1870—Buchtel College, Akron, O.
Rev. O. Cone, D. D., Pres.

1846—Bucknell University, Lewisburg, Pa.
John H. Harris, LL. D., Pres.

1850—Butler University, Irvington, Ind.
A. R. Benton, LL. D., Pres.

1868—University of California, Berkeley, Cal.
Pres. Vacant.

1866—Carleton College, Northfield, Minn.
Rev. James W. Strong, D. D., Pres.

1853—Carson and Newman College, Mossy Creek, Tenn
Rev. W. A. Montgomery, D. D., Pres.

1870—Carthage College, Carthage, Ill.
Rev. Holmes Dysinger, A. M., Pres.

1880—Case School of Applied Science, Cleveland, O.
Cady Staley, Ph. D., LL. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1825—Centenary College, Jackson, La.
Rev. W. L. C. Hunnicutt, D. D., Pres.

1855—Central College, Fayette, Mo.
Rev. J. D. Hammond, D. D., Pres.

1853—Central University, Pella, Iowa.
Rev. S. J. Axtell, Pres.

1873—Central University, Richmond, Ky.
Rev. L. H. Blanton, D. D., Chancellor.

1866—Central Tennessee College, Nashville, Tenn.
Rev. John Braden, D. D., Pres.

1824—Centre College, Danville, Ky.
Rev. Wm. C. Young, D. D., Pres.

1785—College of Charleston, Charleston, S. C.
H. E. Shepherd, LL. D., Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

1870—University of Cincinnati, Cincinnati, O.
Hon. Jacob D. Cox, LL. D., Pres.

1877—Clark University, Atlanta, Ga.
Rev. E. O. Thayer, A. M., Pres.

1890—Clark University, Worcester, Mass
G. Stanley Hall, Ph. D., LL. D., Pres.

1820—Colby University, Waterville, Me.
Albion W. Small, Ph. D., Pres.

1874—Colorado College, Colorado Springs, Col.
Rev. Wiliam F. Slocum, Jr., A. M., Pres.

1877—State University of Colorado, Boulder, Col.
Horace M. Hale, A. M., LL. D., Pres.

1754—King's College; Columbia College, New York.
Seth Low, LL. D., Pres.

1821—The Columbian University, Washington, D. C.
James C. Welling, LL. D., Pres.

1846—Madison Univ.; Colgate Univ., Hamilton, N. Y
N. Lloyd Andrews, Ph. D., LL. D., Acting Pres.

1850—Concordia College, Fort Wayne, Ind.
Andrew Beapler, Pres.

1865—Cornell University, Ithaca, N. Y.
Charles Kendall Adams, LL. D., Pres.

1857—Cornell College, Mt. Vernon, Iowa.
William F. King, D. D., LL. D., Pres.

1842—Cumberland University, Lebanon, Tenn.
Nathan Green, LL. D., Chancellor.

1769—Dartmouth College, Hanover, N. H.
Rev. Samuel C. Bartlett, D. D., LL. D., Pres.

1837—Davidson College, N. C.
Rev. J. B. Shearer, D. D., Pres.

1864—University of Denver, Denver, Col.
Rev. Wm. F. McDowell, A.M., S.T.B., Chancellor.

1837—Indiana Asbury University; De Pauw University, Greencastle, Ind.
John D. John, LL. D., Pres.

1832—Denison University, Granville, O.
D. B. Purinton, LL. D., Pres.

1850—University of Deseret, Salt Lake City, Utah.
John R. Park, M. D., Pres.

1865—University of Des Moines, Des Moines, Iowa.
Rev. J. P. Stephenson, A. M., Acting Pres.

1783—Dickinson College, Carlisle, Pa.
Rev. George E. Reed, D. D., Pres.

1872—Doane College, Crete, Neb.
Rev. David B. Perry, A. M., Pres.

1881—Drake University, Des Moines, Iowa.
Rev. George T. Carpenter, A. M., Chancellor.

1873—Drury College, Springfield, Mo.
Rev. Francis T. Ingalls, D. D., Pres.

1855—Elmira College, Elmira, N. Y.
Rev. Chas. E. Van Norden, D. D., Pres.

1856—Eminence College, Eminence, Ky.
W. S. Giltnee, A. M., Pres.

1835—Emory and Henry College, Emory, Va.
James Ullars, A. M., Pres.

1836—Emory College, Oxford, Ga.
The Rev. W. A. Candler, D. D., Pres.

1841—Erskine College, Due West, S. C.
Rev. W. M. Grier, D. D., Pres.

1855—Eureka College, Eureka, Ill.
Carl Johann, Pres.

1874—Ewing College, Ill.
Rev. John Washburn, D. D., Pres.

1867—Fisk University, Nashville, Tenn.
Rev. Erastus M. Cravath, D. D.,Pres.

1844—Franklin College, Franklin, Ind.
Rev. William T. Stott, D. D., Pres.

1853—Franklin and Marshall College, Lancaster, Pa.
Rev. John S. Stahr, Ph. D., Pres.

1854—Galesville University, Galesville, Wis.
J. M. Rogers, Acting Pres.

1871—Geneva College, Beaver Falls, Pa.
Rev. Wm. P. Johnston, A. M., Pres.

1815—Georgetown College, Washington, D. C.
Rev. J. Havens Richards, S. J., Pres.

1829—Georgetown College, Georgetown, Ky.
Rev. Richard M. Dudley, D. D., Pres.

1785—University of Georgia, Athens, Ga.
Rev. Wm. E. Boggs, D. D., LL. D., Chancellor.

1876—Grand River College, Edinburg, Mo.
Rev. J. T. William,s D. D., Pres.

1863—Grand Traverse College. Benzonia, Mich.
S. B. Harvey, A. B., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1794—Greenville and Tusculum College, Tusculum, Tenn.
Rev. Jere Moore, D. D., Pres.

1859—Griswold College, Davenport, Iowa.
Rt. Rev. William Stevens Perry, D. D., LL. D., D.C. L., Pres.

1812—Hamilton College, Clinton, N. Y.
Pres.

1854—Hamline University, Hamline, Minn.
Rev. Geo. H. Bridgman, D. D., Pres.

1783—Hampden-Sidney College, Hampden-Sidney, Va.
Rev. Richard McIlwaine, D. D., Pres.

1832—Hanover College, Hanover, Ill.
Rev. D. W. Fisher, D. D., Pres.

1636—Harvard University, Cambridge, Mass.
Charles W. Eliot, LL.D., Pres.

1833—Haverford College, Haverford Pa.
Isaac Sharpless, Sc. D., Pres.

1875—Hedding College, Abingdon, Ill.
Rev. J. R. Jacques, D. D., Ph. D., Pres.

1850—Heidelberg College, Tiffin, O.
Rev. George W. Williard, D. D., LL. D., Pres.

1855—Hillsdale College, Hillsdale, Mich.
George F. Mosher, A. M., Pres.

1867—Hiram College, Hiram, O.
Rev. E. V. Zollars, A. M., Pres.

1850—Hiwassee College, Hiwassee, Tenn.
Rev. J. H. Brunner, D. D., Pres.

1822—Hobart College, Geneva, N. Y.
Rev. Eliphalet N. Potter, D. D., LL. D., Pres.

1866—Hope College, Holland, Mich.
Rev. Charles Scott, D. D., Pres.

1843—Howard College, Birmingham, Ala.
Rev. Benj. F. Riley, D. D., Chairman of Faculty.

1867—Howard University, Washington, D. C.
Rev. J. E. Rankin, D. D., LL. D., Pres.

1868—University of Illinois, Champaign, Ill.
Selim H. Peabody, Ph. D., LL. D., Regent.

1829—Illinois College, Jacksonville, Ill.
Rev. Edward A. Tanner, D. D., Pres.

1850.—Illinois Wesleyan University, Bloomington, Ill.
Rev. Wm. H. Wilder, D. D., Pres.

1820—Indiana University, Bloomington, Ind.
John M. Coulter, LL. D., Pres.

1847—State University of Iowa, Iowa City, Ia.
Charles A. Schaefer, Ph. D., Pres.

1855—Iowa Wesleyan University, Mt. Pleasant, Iowa
Rev. J. T. McFarland, D. D., Pres.

1847—Iowa College, Grinnell, Ia.
Rev. George A. Gates, A. M., Pres.

1867—Johns Hopkins University, Baltimore, Md.
Daniel C. Gilman, LL. D., Pres.

1864—University of Kansas, Lawrence, Kan.
Francis H. Snow, Ph. D., LL. D., Chancellor.

1885—Kansas Wesleyan University, Salina, Kan.
Aaron Schuyler, A. M., LL. D., Pres.

1858 —Kentucky University, Lexington, Ky.
Rev. Charles Louis Loos, LL. D., Pres.

1860—Kentucky Wesleyan College, Millersburg, Ky.
D. W. Batson, A. M., Pres.

1824—Kenyon College, Gambier, Ohio.
Rev. Wm. B. Bodine, D. D., Pres.

1890—Keuka College, Penn Yan, N. Y.
Rev. Geo. H. Ball, Pres.

1696—King William's School.—1784, St. John's College, Annapolis, Md.
Thomas Fell, LL.D., Ph. D., F. S. S., Pres.

1837—Knox College, Galesburg, Ill.
Hon. Newton Bateham, LL. D., Pres.

1826—Lafayette College, Easton, Pa.
Rev. Ethelbert Warfield, A.M., LL. B., Pres

1859—La Grange College, La Grange, Mo.
J. F. Cook, LL. D., Pres.

1856—Lake Forest University, Lake Forest, Ill.
Rev. Wm. C. Roberts, D. D., LL. D., Pres.

1855—Lane University, Lecompton, Kan.
Rev. J. A. Weller, D. D., Ph. D., Pres.

1849—Lawrence University, Appleton, Wis.
Pres. vacant.

1866—The Lehigh University, South Bethlehem, Pa.
Robert A. Lamberton, LL. D., Pres.

1891—Leland Stanford Jr. University, Palo Alto, Cal.
David S. Jordon, M. D., Ph. D., LL. D., Pres.

1856—Lenox College, Hopkinton, Iowa.
Rev. Alex. G. Wilson, D. D., Pres.

1865—Lincoln University, Lincoln, Ill.
A. E. Turner, A. M., Pres.

1883—Little Rock University, Little Rock, Ark.
Rev. Alfred Noon, A. M., Pres.

1851—Lombard University, Galesburg, Ill.
Rev. N. White, LL. D., Pres.

1858—McMinnville College, McMinnville, Ore.
Rev. T. G. Brownson, Pres.

1863—Manhattan College, New York City.
Rev. Bro. Anthony, Pres.

34 1835—Marietta College, Marietta, O.
Hon. John Eaton, Ph. D., LL. D., Pres.

1842—Maryville College, Maryville, Tenn.
Rev. S. W. Boardman, D. D., Pres.

1861—Mass. Inst. of Technology, Boston,
Francis A. Walker, Ph.D., LL.D., Pres.

1835—McKendree College, Lebanon, Ill.
Rev. J. Villars, Pres.

1858—Macalister College, Macalister, Minn.
Rev. Isaac C. Ketter, Ph. D., Pres.

1837—Mercer University, Macon, Ga.
Rev. Gustavus A. Nunally, D. D., Pres.

36 1809—Miami University, Oxford, O.
Ethelbert D. Warfield, M. A., Pres.

1837—University of Michigan, Ann Arbor, Mich.
James B. Angell, LL. D., Pres.

1800—Middlebury College, Middlebury, Vt.
Ezra Brainerd, LL. D., Pres.

1857—University of Minnesota, Minneapolis, Minn.
Cyrus Northrop, LL. D., Pres.

1850—Mississippi College, Clinton, Miss.
Rev. W. S. Webb, D. D., Pres.

1844—University of Mississippi, University, Miss.
Edward Mayes, LL. D., Pres.

1839—University of the State of Missouri, Columbia, Mo.
Pres. vacant.

1857—The Monmouth College, Monmouth, Ill.
Rev. J. B. McMichael, D. D., Pres.

1884—College of Montana, Deer Lodge, Mont.
Rev. J. D. McMillan, D. D., Pres.

1854—Moore's Hill College, Moore's Hill, Ind.
Rev. G. P. Jenkins, D. D., Pres.

1858—Mount Union College, Alliance, O.
Rev. T. P. Marsh, D. D., Pres.

1867—Muhlenberg College, Allentown, Pa.
Rev. Theodore L. Seip, D. D., Pres.

1837—Muskingum College, New Concord, O.
Rev. John D. Irons, D. D., Pres.

1806—University of Nashville; Peabody Normal College, Nashville, Tenn.
Wm. H. Payne, LL. D. (Mich. Univ.), Pres.

1869—University of Nebraska, Lincoln, Neb.
Charles E. Bessey, Ph. D., Acting Chancellor.

1885—Nebraska Central College, Central City, Neb.
Rev. Horace, A. Crane, A. M., Pres.

1883—Nebraska Wesleyan University, York, Neb.
Rev. C. F. Creighton, D. D., Chancellor.

1865—Nevada State University, Reno, Nev.
Stephen A. Jones, A. M., Ph. D., Pres.

1746—College of New Jersey, Princeton, N. J.
Rev. Francis L. Patton, D. D., LL. D., Pres.

1881—University of New Mexico, Santa Fe, N. M.
Rev. Horatio O. Ladd, A. M., Pres.

1848—College of the City of New York, New York, N. Y.
Gen. Alexander S. Webb, LL. D., Pres.

1831—University of the City of New York.
Rev. Henry M. MacCracken, D. D., LL. D., Chancellor.

1789—University of North Carolina, Chapel Hill, N. C.
Geo. T. Winston, A. M., Pres.

1859—North Carolina College, Mount Pleasant, N. C.
Rev. J. D. Shirey. A. M., Pres.

36 1883—University of North Dakota, Grand Forks, Dak.
Homer B. Sprague, Ph. D., Pres.

1851—Northwestern University, Evanston, Ill.
Henry W. Rogers, LL. D., Pres.

1867—Northwestern University, Watertown, Wis.
Rev. Augustus F. Ernst, Pres.

1819—Norwich University, Northfield, Vermont.
Hon. George Nichols, M. D., LL. D., Act. Pres.

1844—University of Notre Dame, Notre Dame, Ind.
Rev. Thomas E. Walsh, C. S. C., Pres.

1833—Oberlin College, Oberlin, O
Rev. Wm. G. Ballantine, A. M., D.D., Pres.

1877—Ogden College, Bowling Green, Ky.
William Obencham, A. M., Pres.

1870—Ohio State University, Columbus, O.
W. H. Scott, LL. D., Pres.

37 1804—Ohio University, Athens, O.
Charles W. Super, A. M., Ph. D., Pres.

1842—Ohio Wesleyan University, Delaware, O.
Rev. J. W. Bashford, Ph. D., Pres.

1859—Olivet College, Olivet, Mich.
Rev. Horatio Q. Butterfield, D. D., Pres.

38 1857—Oskaloosa College, Oskaloosa, Iowa.
A. M. Haggard, A. M., Pres.

1860—Ottawa University, Ottawa, Kan.
Rev. George Sutherland, A. M., Pres.

39 1852—University of the Pacific, College Park, Cal.
Rev. A. C. Hirst, D. D., Pres.

1875—Parsons College, Fairfield, Iowa.
Rev. Ambrose C. Smith, D. D., Pres.

1873—Penn College, Oskaloosa, Iowa.
Benjamin Trueblood, M. A., LL. D., Pres.

1753—University of Pennsylvania, Philadelphia, Pa.
William Pepper, M. D., LL. D., Provost.

1832—Pennsylvania College, Gettysburg, Pa.
Rev. H. W. McKnight, D. D., Pres.

1859—Pennsylvania State College, State College, Pa.
George W. Atherton, LL. D., Pres.

1883—Philander Smith College, Little Rock, Ark.
Thomas Mason, A. M., Pres.

1874—Pierce Christian College, College City, Cal.
James C. Keith, A. B., Pres.

1883—Pierre University, East Pierre, Dak.
Rev. Wm. M. Blackburn, A. M., D. D., Pres.

1854—Polytechnic Institute, Brooklyn, N. Y.
David H. Cochran, Ph. D., LL. D., Pres.

1874—Purdue University, Lafayette, Ind.

40 1852—Racine College, Racine, Wis.
Pres. vacant.

1830—Randolph-Macon College, Ashland, Va.
Wm. W. Smith, A. M., Pres.

1826—Rensselaer Polytechnic Institute, Troy, N. Y.
John H. Peck, A. M., LL.D., Pres.

1840—Richmond College, Richmond, Va.
B. Puryeer, LL. D., Chairman of Faculty.

1867—Ridgeville College, Ridgeville, Ind.
Rev. E. O. Dickinson, Pres.

1855—Ripon College, Ripon, Wis.
Edward H. Metrell, D. D., Pres.

1853—Roanoke College, Salem, Va.
Julius D. Dreher, A. M., Ph. D., Pres.

41 1850—University of Rochester, Rochester, N. Y.
David J. Hill, LL. D., Pres.

1882—Roger Williams University, Nashville, Tenn.
Rev. Alfred Owen, D. D., Pres.

1885—Rollins College, Winter Park, Fla.
Rev. E. P. Hooker, A. M., D. D., Pres.

1766—Queen's College; Rutgers College, New Brunswick, N. J.—Austin Scott, Ph.D., LL.D., Pres.

1853—Rutherford College, Rutherford, N. C.
R. L. Abernethy, D. D., Pres.

1856—St. Lawrence University, Canton, N. Y.
Alpheus B. Hervey, Ph. D., Pres.

1860—St. Stephen's College, Annandale, N. Y.
Rev. Robert B. Fairbairn, D. D., LL. D., Warden.

1883—San Joaquin Valley College, Woodbridge, Cal.
Darius A. Mobley, D. D., Pres.

1856—Seton Hall College, South Orange, N. J.
Rev. Wm. F. Marshall, A. M., Pres.

1875—Shaw University, Raleigh, N. C.
Rev. H. M. Tupper, D. D., Pres.

183· Shurtleff College, Upper Alton, Ill.
Rev. A. A. Kendrick, D. D., Pres.

1867—Simpson College, Indianola, Iowa.
W. E. Hamilton, A. M., Pres.

1871—Smith College, Northampton, Mass.
Rev. L. Clark Seelye, D. D., Pres.

1858—The University of the South, Sewanee, Tenn.
Rev. Thos. F. Gailor, D. D., Vice-Chancellor.

1801—University of South Carolina, Columbia, S. C.
J. M. McBryde, Ph. D., LL. D., Pres.

1883—University of South Dakota, Vermillion, S. Dak.
Howard B. Grose, A. M., Pres.

1849—South Kentucky College, Hopkinsville, Ky.
James E. Scobey, A. M., Pres.

1856—Southern University, Greensborough, Ala.
Rev. A. S. Andrews, D. D., Pres.

1880—Southern University, New Orleans.
Rev. George W. Bothwell, D. D., Pres.

1880—University of Southern California, Los Angeles, Cal.
Rev. M. M. Bovard, D. D., Pres.

1879—Southwest Baptist College, Bolivar, Mo.
Julius M. Leavitt, A. M., Ph. D., Pres.

1875—South Western Presbyterian University, Clarksville, Tenn.
Rev. Chas. C. Hersman, D. D., LL. D., Chancellor.

1871—Stevens Inst. of Technology, Hoboken, N. J.
Henry Morton, Ph. D., LL. D., Pres.

42 1864—Swarthmore College, Swarthmore, Pa.
Charles De Garmo, Ph. D., Pres.

1870—Syracuse University, Syracuse, N. Y.
Rev. Charles N. Sims, D. D., LL. D., Chancellor.

1866—Tabor College, Tabor, Iowa.
Wm. A. Brooks, A. M., Pres.

1794—University of Tennessee, (Blount College) Knoxville, Tenn.
Chas. W. Dabney, Jr., Ph. D., LL. D., Pres.

1881—University of Texas, Austin, Tex.
Leslie Waggener, LL. D., Pres.

1823—Trinity College, Hartford, Conn.
Rev. George Williamson Smith, D. D., LL. D., Pres.

1852—Trinity College, Trinity, N. C.
John F. Crowell, A. M., Pres.

1870—Trinity University, Tehuacana, Tex.
Rev. J. L. Dickens, Ph. D., Pres.

1884—Tulane University, New Orleans, La.
William Preston Johnson, LL. D., Pres.

1852—Tufts College, College Hill, Mass.
Rev. Elmer H. Capen, D. D., Pres.

1795—Union College, Schenectady, N. Y.
Harrison E. Webster, LL. D., Pres.

43 1857—Upper Iowa University, Fayette, Iowa.
Rev. J. W. Bissell, A. M., D. D., Pres.

1869—Ursinus College, Collegeville P. O., Montg'y Co., Pa.
Rev. J. I. Good, D. D., Pres.

1872—Vanderbilt University, Nashville, Tenn.
Landon Cabell Garland, A. M., LL. D., Chancellor.

1861—Vassar College, Poughkeepsie, N. Y.
Rev. James M. Taylor, D. D., Pres.

1791—University of Vermont, Burlington, Vt.
Rev. Matthew H. Buckham, D. D., Pres.

1819—University of Virginia, Albemarle County, Va.
William M. Thornton, A. B., Chairman of Faculty.

44 1834—Wabash College, Crawfordsville, Ind.
Rev. Joseph F. Tuttle, D. D., LL. D., Pres.

1838—Wake Forest College, Wake Forest, N. C.
Rev. Charles E. Taylor, D. D., Pres.

1865—Washburn College, Topeka, Kan.
Rev. Peter McVickar, D. D., Pres.

1861—University of Washington, Seattle, Wash.
Thomas M. Gatch, Ph. D., Pres.

46 1802—Washington and Jefferson College, Washington, Pa
The Rev. James D. Moffat, D. D., Pres.

1782—Washington and Lee University, Lexington, Va.
Gen. George W. Custis Lee, LL. D., Pres.

1853—Washington University, St Louis, Mo.
Winfield S. Chaplin, A. M., Chancellor.

1870—Wellesley College, Wellesley, Mass.
Helen A. Shafer, M. A., Pres.

45 1868—Wells College, Aurora, N. Y.
Rev. Edward S. Frisbee, D. D., Pres.

1831—Wesleyan University, Middletown, Conn.
Rev. Bradford P. Raymond, D. D., Ph. D., Pres.

1856—Western College, Toledo, Iowa.
Rev. W. M. Beardshear, D. D., Pres.

1868—Western Maryland College, Westminster, Md.
Rev. T. H. Lewis, D. D., Pres.

47 1819—Western University of Pennsylvania, Allegheny City, Pa.
Rev. W. J. Holland, D. D., Ph. D., Chancellor.

1826—Western Reserve University, Cleveland, O.
Rev. Charles F. Thwing, D. D., Pres.

1865—Westfield College, Westfield, Ill.
Rev. W. H. Klinefelter, Pres.

1852—Westminster College, Fulton, Mo.
Rev. Wm. Hoge Marquess, Pres.

1852—Westminster College, New Wilmington, Pa.
Rev. R. G. Ferguson, D. D., Pres.

1869—West Virginia College, Flemington, W. Va.
Rev. Thomas E. Peden, Pres.

1867—West Virginia University, Morgantown, W. Va
E. M. Turner, A. M., LL. D., Pres

48 1861—Wheaton College, Wheaton, Ill.
Charles A. Blanchard, M. A., Pres.

1849—William Jewell College, Liberty, Mo.
James G. Clark, LL. D., Chairman.

1693—College of William and Mary, Williamsburg, Va.
Lyon G. Tyler, M. A., Pres.

1853—Willamette University, Salem, Oregon.
Rev. Thomas Van Scoy, D. D., Pres.

1793—Williams College, Williamstown, Mass.
Franklin Carter, Ph. D., LL. D., Pres.

1857—Wilmington College, Wilmington, O
James B. Unthank, M. Sc., Pres.

1848—University of Wisconsin, Madison, Wis.
T. C. Chamberlin, Ph. D., LL. D., Pres.

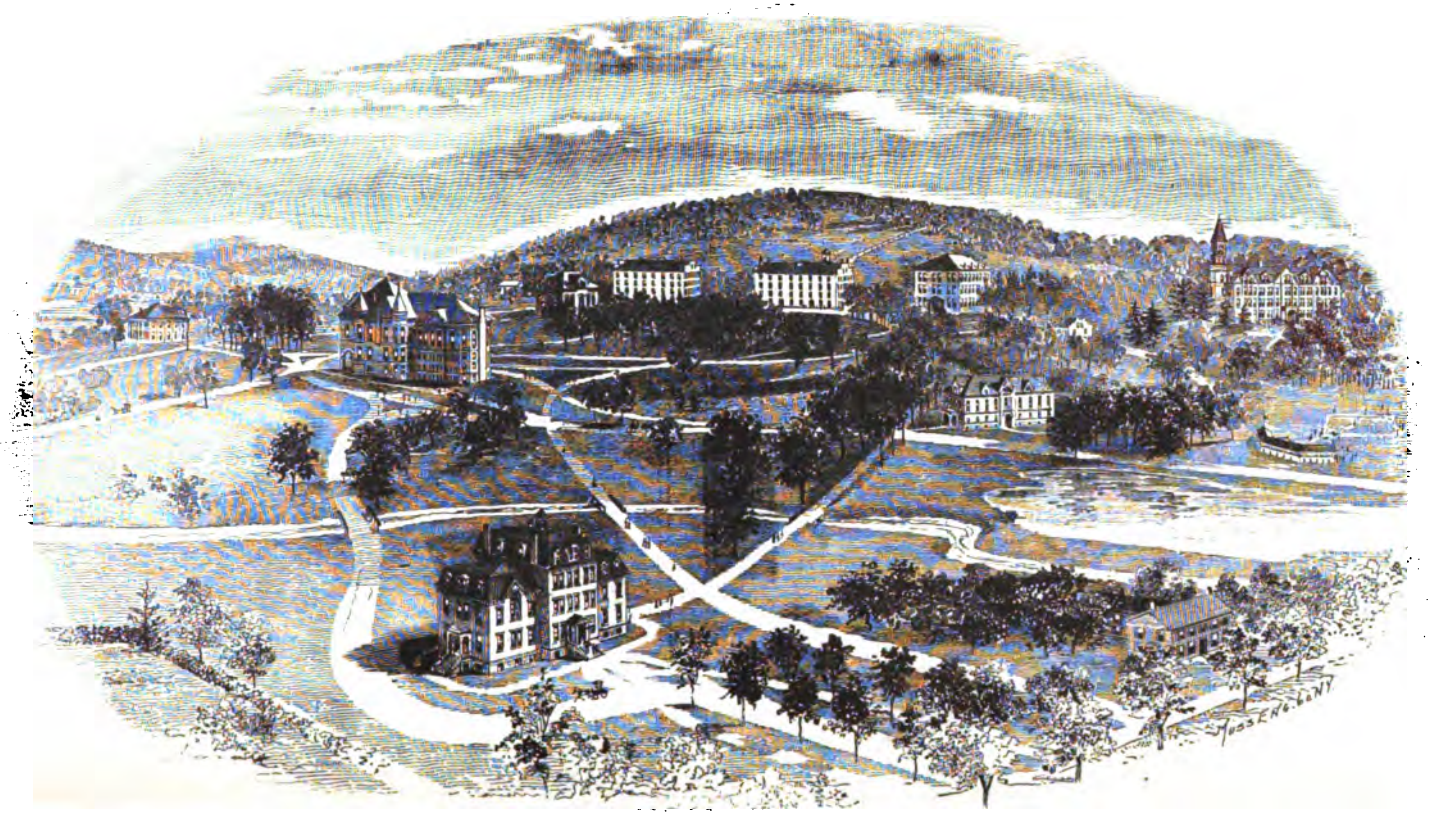
49 1845—Wittenberg College, Springfield, O.
Rev. Samuel A. Ort, D. D., Pres.

1852—Wofford College, Spartanburg, S. C.
James H. Carlisle, LL. D., Pres.

50 1868—University of Wooster, Wooster, O.
Rev. Sylvester F. Scovel, Pres.

1868—Worcester Polytechnic Institute, Worcester, Mass.
Homer T. Fuller, Pres.

1701—Yale University, New Haven, Conn.
Rev. Timothy Dwight, D. D., LL. D., Pres.



BIRD'S EYE VIEW OF COLGATE UNIVERSITY AT HAMILTON, N. Y.

President's House. East College. West College. Alumni Hall. Eaton Theological Hall.
Colgate Library. Laboratory. Dr. Spear's Residence. Lake. Ball Ground.
Academy Campus. Colgate Academy. Proposed Gymnasium. Grand Stand.
Taylor House, Tennis Courts.
Recently purchased by the University.

THE
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NEW YORK, DECEMBER, 1891.

HARVARD UNIVERSITY.

College Presidents and the Election of Messrs. Quincy and Eliot.

BY THE HON. WM. A. RICHARDSON, (H. U., '43), LL. D.,
CHIEF-JUSTICE COURT OF CLAIMS.

WHEN I contemplate the vast changes that have taken place in all branches of the University, in the undergraduate department and in the professional schools, as well as the growth developed during the past twenty years or so, considered with reference to their origin, the wisdom of their conception, the energy of their execution and the grand success which has attended them, I am more impressed than ever with what I have long since observed: that a university in this country is just what its president makes it.

All the professors and instructors combined, however learned, cannot advance the prosperity of a college as an able President, adapted to the times, may do by his genius, energy and inspiration; so great is his influence on the affairs of the institution.

Prof. Bryce, in his recently published work, "The American Commonwealth," says: "A visitor from Europe is struck by the prominence of the president in an American university or college, and the almost monarchial position which he sometimes occupies towards the professors as well as towards the students. Far more authority seems to be vested in him, far more to turn upon his individual talents and character than in the universities of Europe. Neither the German Pro-Rector, nor the Vice-Chancellor in Oxford or Cambridge, nor the Principal in a Scottish university, nor the Provost of Trinity College in Dublin, nor the head in one of the colleges in Oxford or Cambridge is anything like so important a personage in respect to his office, whatever

influence his individual gifts may give him, as an American college President."

Institutions are not exceptions to the natural law of growth and decay which pervades the entire universe. A college that is not progressing is more or less rapidly running behind, as though touched by a withering hand. The genius of a President may infuse such life into it as to cause its prosperity to continue for several years after his retirement, as wheels set in motion by an active power continue to roll on after the power is removed, but a time comes when the stored force becomes exhausted and the wheels must stop unless the power be renewed.

Other colleges than Harvard have furnished marked instances of the influence of the strong individuality and genius of some of their Presidents. Union College came into prominence under the long term of Rev. Dr. Nott, the distinguished, popular and beloved president of that institution, which he raised from a feeble condition to the front rank of the colleges of his time. Williams College had new life and vigor infused into it by Dr. Hopkins, who greatly increased the number of students by his magnetic attraction, endeared himself to a large body of men educated under his influence, and left the college flourishing and in the highest state of prosperity. The College of New Jersey (popularly known as Princeton), advanced under the inspiration of the Rev. Dr. McCosh, whose strong mind and will have left their impression upon all its affairs.

In early, as well as in recent years, Harvard has been controlled to a large extent by Presidents, who, exactly suited to the times, successfully carried the college through difficulties and dangers which disturbed its usefulness and sometimes even threatened its very existence. John Leverett was President from 1707 to 1724, a period when party strife raged with great bitterness among the friends of the institution, and with such ability, discretion and skill did he pilot the college amidst all its troubles, that Mr. Quincy, in his History of Harvard, was led to express his views of the influence of the heads of colleges in these general terms, but with special reference to President Leverett: "Institutions among the tumults of party discord, like ships among the strife of warring elements, are often urged onward with accelerated force by the tempest, which at first retarded their progress, and even threatened their destruction. Success in both cases depends on the firmness and skill of the pilot."

But modern instances are the special subject of this article. I remember many years ago, that after Mr. Quincy had left the Presidency and was living in dignified retirement in Boston, he attended a commencement dinner, at which, of course, he was called out among the first speakers.

Rising from his seat, he began by stating that, as he was expecting to be called upon for an *extemporaneous* speech, he had prepared himself for it by writing out what he had to say, at the same time producing a fully written document, which he proceeded to read. His

memory had for some years been gradually failing, and he feared to trust himself to make an *extemporaneous* speech in any other way.

He went on and told the alumni present the circumstances leading to his election as President of the college, and they were, as I now remember them, substantially as follows: Judge Story and Mr. Bowditch, the great mathematician, both of the corporation, of which they were a committee for that purpose, came to his house and said they wanted him to take the Presidency of Harvard College, then recently vacated by the resignation of the Rev. Dr. Kirkland. Said he, "I should not have been more astonished had I been called to the pastorate of the Old South Church, for up to that time the heads of institutions of learning had always been selected from the clergy, who had come to regard them as the prizes of their profession alone." The committee explained to him why they wanted him to undertake the duties of the office. Under the administration of Dr. Kirkland, a godly and easy-going man, the discipline of the college had fallen into a low state, and the finances were in a loose and disordered condition, both of which they were sure he could improve. He still hesitated and raised objections, but all were overcome, and he was made President of the college in January, 1829.

Mr. Quincy had great experience in affairs. He had held many offices, the most recent being that of Mayor of Boston, which he had held for six successive terms, the last of which had expired the December previous, when he declined re-election. As mayor, he had displayed great ability and force of character, which marked him as the man for the occasion to improve the condition of the University. His administration was a success for the times and under the circumstances. Abolishing the "Med-Fac Society" and the "Engine Club," nurseries of insubordination, he introduced a severe and stern method of discipline, adapted to the then existing order of things, but wholly different from the self-reliant system and the refined standard which prevail to-day. The finances, too, were put in a healthy condition.

On the whole, the college is greatly indebted to Mr. Quincy for what he did, and he must be considered as one of its great Presidents.

The election of John Leverett, in 1707, might seem to be an exception to Mr. Quincy's statement that none but clergymen had previously been elected Presidents. It is true that Mr. Leverett was also a judge, but he had studied theology, was a theologian identified with the clergy, and it was upon him, in 1692, that the college first conferred the degree of Bachelor of Divinity. In early colonial times, when there were few or no lawyers, exclusively educated as such, it was not uncommon for clergymen to be appointed judges.*

It was a well known fact that Rev. Cotton Mather all his life labored under a burning ambition to become President of the college, which would place him at the head of the clergy, and so make him the most influential person in public affairs in those days when the clergy

* The Court of Oyer and Terminer, organized in 1692 by the Governor of Massachusetts without authority of law, to try persons accused of witchcraft was composed of two clergymen, two physicians, and three merchants, with a merchant for Special Attorney General. Nathaniel Saltonstall, first named as one of the Judges, then a distinguished military man and afterwards Judge of the Court of Common Pleas, "refused to proceed in the trials in which the court was engaged," and a merchant was appointed in his place.

ruled the colony. In 1724, the corporation and overseers elected as President Rev. Joseph Sewall, who, however, declined the appointment, The day after this election Cotton Mather made this remarkable entry in his diary: "I am informed that yesterday the six men who call themselves the Corporation of the College, met, and, contrary to the epidemical expectation of the country, chose a modest young man, of whose piety (and little else) everyone gives a laudable character. I always foretold these two things of the Corporation: First, that if it were possible for them to steer clear of me they will do so; secondly, that if it were possible for them to act foolishly they will do so.

"The perpetual envy with which my essays to serve the kingdom of God are treated among them, and the dread that Satan has of my beating up his quarters at the college, led me into the former sentiment; the marvellous indiscretion with which the affairs of the college are managed led me into the latter."

Cotton Mather was, withal, something of a demagogue, between whom and the corporation there could be little sentiment in common. At all periods of time the corporation has had upon its board men, the wisest, most broad-minded and most liberal to be found in the community, and such men could have no sympathy with Rev. Cotton Mather. He never attained the object of his ambition, and died without having been President of Harvard College.

In September, 1868, the office of President became vacant by the resignation of the late Rev. Dr. Thomas Hill, (my beloved classmate and friend) the corporation had the responsibility cast upon it of finding a suitable successor. Two members of the Board were and long had been connected with the Merrimac Manufacturing Company, whose works were at Lowell—Hon. John A. Lowell and Hon. Francis B. Crowninshield, the former as one of the directors and the latter as Treasurer. In the practical organization of the Massachusetts manufacturing companies the Treasurer is the general manager upon whose skill and judgment the success of the corporation depends, as much as does that of a college upon its President. He is a well paid officer, while the Directors, of whom the President is little more than a figure-head, serve without compensation, and usually give little attention to the business except when called together by the Treasurer for consultation in relation to important movements and extensive changes. Messrs. Lowell and Crowninshield were able and astute men who had the interests of the college deeply at heart.

Three years and a half before that time it had become necessary to appoint a new superintendent (locally called agent) of the mills at Lowell. This position is one of great difficulty, requiring not only thorough knowledge of business, but capacity to manage a great body of operatives, keep them satisfied and contented, and obtain the greatest product from their intelligent labor. In importance he is second only to the Treasurer, to whom he is adjutant and assistant. It is not easy to determine upon which of the two the success of the corporation more largely depends. It is important to the Treasurer that he should have an

able and skillful superintendent, and a new appointment is always a matter of anxiety to him, of solicitude to the Directors and of interest to the stockholders.

By some means, while Mr. Eliot was tutor and assistant professor at Harvard, the Treasurer and Directors had formed a high opinion of his executive ability and his skill in the general management of affairs. The superintendency was offered him at a salary of $5,000 a year and the use of a house. This was a large compensation for the times, two-thirds more, in money, than the then established salary of the President of Harvard. The offer was a tempting one to a young man thirty-one years of age, and of limited means. Mr. Eliot was in Rome when the offer was received. After a week's reflection he decided to stick to education as the business of which he knew the most and for which he thought himself best fitted, and the appointment was declined. A few weeks later he was invited to a professorship in the then newly established Institute of Technology, to be opened in Boston, October 1st, 1865, with a much smaller salary; and that offer being, in the line of his studies and his ambition, it was accepted. Thus the Merrimac Manufacturing Company missed a valuable superintendent who might have increased the dividends of the stockholders, and there was reserved to the college one who was destined to become its President with a long and brilliant administration.

It was natural that Mr. Crowninshield and Mr. Lowell, who had become impressed in 1865 with Mr. Eliot's capacity and capabilities, should in the winter of 1868–9 bring him before the corporation of the college as a suitable person for President. To the four other members of that body Mr. Eliot was well known, and I apprehend it was an easy matter to obtain their unanimous vote for his election. He was also somewhat known to the overseers, being himself a member of the Board, to which he had been elected by the alumni on Commencement Day, 1868, under the then newly adopted system of election.

In February and March, 1869, while the presidential vacancy still remained unfilled, there appeared in the *Atlantic Monthly* two articles on "The New Education," which were known to have been written by Mr. Eliot. These articles were so full of deep thought and progressive ideas that they made a decided impression on the Overseers and friends of the college and unmistakably marked their author as the man for President. I have always thought that those articles contributed largely, if not to his nomination, at least to his ultimate confirmation by the Board of Overseers.

He was elected by the corporation March 12, and nominated to the Overseers March 18, 1869. Many of the Board doubted the expediency of trusting so great responsibilities to so young a man. His age was much below that of any former President, except the first, Henry Dunster, who held the office in the day of small things for the college, during whose whole fourteen years of service there were graduated but seventy-four persons.

gister of American Colleges.

dger College, Walhalla, S. C.
C. Kemper, M. A., Pres.

drian College, Adrian, Mich.
v. George B. McElroy, D. D., Ph. D., F. S., Chairman of Faculty.

The University of Alabama, University, Ala.
chard C. Jones, LL. D., Pres.

Albion College, Albion, Mich.
v. L. R. Fiske D. D., LL. D., Pres.

Allegheny College, Meadville, Pa.
v. David H. Wheeler, D. D., Pres.

Alfred University, Alfred Centre, N. Y.
v. J. Allen, D. D., Pres.

Amherst College, Amherst, Mass.
errill E. Gates, Ph. D., LL. D., Pres.

Amity College, College Springs, Iowa.
v. T. J. Kennedy, D. D., F. S., Pres.

Antioch College, Yellow Springs, O.
v. Daniel A. Long, D. D., Pres.

Arkansas College, Batesville, Ark.
v. I. J. Long, D. D., Pres.

Ashland University, Ashland, O.
M. Tombaugh, A. M., Pres.

Atlanta University, Atlanta, Ga.
v. Horace Bumstead, D. D., Pres.

Baker University, Baldwin, Kan.
v. W. A. Quayle, A. M., Pres.

Baldwin University, Berea, O.
v. Joseph E. Stubbs, A. M., Pres.

Bates College, Lewiston, Me.
v. Oren B. Cheney, D. D., LL. D., Pres.

Battle Creek College, Battle Creek, Mich.
illiam W. Prescott, A. M., Pres.

Beloit College, Beloit, Wis.
v. Edward D. Eaton, D. D., LL. D., Pres.

Berea College, Berea, Ky.
res. vacant.

Bethany College, Bethany, W. Va.
ev. Archibald McLean, Pres.

Bethel College, McKenzie, Tenn.
W. B. Sherrill, A. M., Pres.

Bethel College, Russellville, Ky.
Rev. W. S. Ryland, Ph. D., Chairman of Faculty.

Biddle University, Charlotte, N. C.
Rev. W. F. Johnson, D. D., Pres.

Boston University, Boston, Mass.
Rev. William F. Warren, S. T. D., LL. D., Pres.

Bowdoin College, Brunswick, Me.
Rev. Wm. De Witt Hyde, D. D., Pres.

Bowdon College, Bowdon, Ga.
Rev. F. H. M. Henderson, D. D., Pres.

Brown University, Providence, R. I.
Rev. E. B. Andrews, D. D., LL. D., Pres.

Bryn Mawr College, Bryn Mawr, Pa.
James E. Rhoads, LL. D., Pres.

Buchtel College, Akron, O.
Rev. O. Cone, D. D., Pres.

Bucknell University, Lewisburg, Pa.
John H. Harris, LL. D., Pres.

Butler University, Irvington, Ind.
A. R. Benton, LL. D., Pres.

University of California, Berkeley, Cal.
Pres. Vacant.

1866—Carleton College, Northfield, Minn.
Rev. James W. Strong, D. D., Pres.

1853—Carson and Newman College, Mossy Creek, Tenn
Rev. W. A. Montgomery, D. D., Pres.

10 1870—Carthage College, Carthage, Ill.
Rev. Holmes Dysinger, A. M., Pres.

1880—Case School of Applied Science, Cleveland, O.
Cady Staley, Ph. D., LL. D., Pres.

1890—The Catholic University of America.
Rt. Rev. John J. Kean, Rector.

1825—Centenary College, Jackson, La.
Rev. W. L. C. Hunnicutt, D. D., Pres.

11 1855—Central College, Fayette, Mo.
Rev. J. D. Hammond, D. D., Pres.

1853—Central University, Pella, Iowa.
Rev. S. J. Axtell, Pres.

1873—Central University, Richmond, Ky.
Rev. L. H. Blanton, D. D., Chancellor.

1866—Central Tennessee College, Nashville, Tenn.
Rev. John Braden, D. D., Pres.

12 1824—Centre College, Danville, Ky.
Rev. Wm. C. Young, D. D., Pres.

1785—College of Charleston, Charleston, S. C.
H. E. Shepherd, LL. D., Pres.

1890—The University of Chicago, Chicago, Ill.
W. R. Harper, Ph. D., Pres.

13 1870—University of Cincinnati, Cincinnati, O.
Hon. Jacob D. Cox, LL. D., Pres.

1877—Clark University, Atlanta, Ga.
Rev. E. O. Thayer, A. M., Pres.

1890—Clark University, Worcester, Mass
G. Stanley Hall, Ph. D., LL. D., Pres

1820—Colby University, Waterville, Me.
Albion W. Small, Ph. D., Pres.

14 1874—Colorado College, Colorado Springs, Co
Rev. William F. Slocum, Jr., A. M., Pre

1877—State University of Colorado, Boulder
Horace M. Hale, A. M., LL. D., Pres.

1754—King's College; Columbia College,
Seth Low, LL. D., Pres.

1821—The Columbian University, Washi
James C. Welling, LL. D., Pres.

15 1846—Madison Univ.; Colgate Univ., H
N. Lloyd Andrews, Ph. D., LL. D

1850—Concordia College, Fort Wayne.
Andrew Beapler, Pres.

1865—Cornell University, Ithaca, N
Charles Kendall Adams, LL. D

16 1857—Cornell College, Mt. Vernon
William F. King, D. D., LL.

1842—Cumberland University, L
Nathan Green, LL. D., Cha

1769—Dartmouth College, Ha
Rev. Samuel C. Bartlett, I

1837—Davidson College, N. C
Rev. J. B. Shearer, D. D

17 1864—University of Denve
Rev. Wm. F. McDow

19 1837—Indiana Asbury U
Greencastle, In
John D. John, LL.

18 1832—Denison Univer
D. B. Purinton,

1850—University of
John R. Park,

1865—University
Rev. J. P. S

4 1783—Dickinson College, Carlisle, Pa.
Rev. George E. Reed, D. D., Pres.

1872—Doane College, Crete, Neb.
Rev. David B. Perry, A. M., Pres.

1881—Drake University, Des Moines, Iowa.
Rev. George T. Carpenter, A. M., Chancellor.

1873—Drury College, Springfield, Mo.
Rev. Francis T. Ingalls, D. D., Pres.

20 1855—Elmira College, Elmira, N. Y.
Rev. Chas. E. Van Norden, D. D., Pres.

1856—Eminence College, Eminence, Ky.
W. S. Gilstree, A. M., Pres.

1835—Emory and Henry College, Emory, Va.
James Ullars, A. M., Pres.

1836—Emory College, Oxford, Ga.
The Rev. W. A. Candler, D. D., Pres.

1841—Erskine College, Due West, S. C.
Rev. W. M. [illegible], D. D., Pres.

1855—Eureka College, Eureka, Ill.
Carl Johann, Pres.

1874—Ewing College, Ill.
Rev. John [illegible], D. D., Pres.

1867—Fisk University, Nashville, Tenn.
Rev. Erastus M. Cravath, D. D., Pres.

1844—Franklin College, Franklin, Ind.
Rev. William [illegible] Stott, D. D., Pres.

22 1853—Franklin and Marshall College, Lancaster, Pa.
Rev. John S. Stahr, Ph. D., Pres.

1854—Galesville University, Galesville, Wis.
J. M. Rogers, Acting Pres.

23 1871—Geneva College, Beaver Falls, Pa.
Rev. Wm. P. Johnston, A. M., Pres.

1815—Georgetown College, Washington, D. C.
Rev. J. Havens Richards, D. D., Pres.

1829—Georgetown College, Georgetown, Ky.
Rev. Richard M. Ducley, D. D., Pres.

1785—University of Georgia, Athens, Ga.
Rev. Wm. E. Boggs, D. D., LL. D., Chancellor.

1876—Grand River College, Edinburg, Mo.
Rev. J. T. Williams D. D., Pres.

1863—Grand Traverse College, Benzonia, Mich.
S. B. Harvey, A. B., Pres.

1886—Grant Memorial University, Chattanooga, Tenn.
Rev. Edward L. Lewis, A. M., D. D., Pres.

1794—Greenville and Tusculum College, Tusculum, Tenn.
Rev. Jere Moore, D. D., Pres.

1859—Griswold College, Davenport, Iowa.
Rt. Rev. William Stevens Perry, D. D., LL. D., D.C. L., Pres.

24 1812—Hamilton College, Clinton, N. Y.
Pres.

1854—Hamline University, Hamline, Minn.
Rev. Geo. H. Bridgman, D. D., Pres.

1783—Hampden-Sidney College, Hampden-Sidney, Va.
Rev. Richard McIlwaine, D. D., Pres.

1832—Hanover College, Hanover, Ill.
Rev. D. W. Fisher, D. D., Pres.

1636—Harvard University, Cambridge, Mass.
Charles W. Eliot, LL.D., Pres.

25 1833—Haverford College, Haverford, Pa.
Isaac Sharpless, Sc. D., Pres.

1875—Hedding College, Abingdon, Ill.
Rev. J. R. Jacques, D. D., Ph. D., Pres.

1850—Heidelberg College, Tiffin, O.
Rev. George W. Willard, D. D., LL. D., Pres.

26 1855—Hillsdale College, Hillsdale, Mich.
George F. Mosier, A. M., Pres.

[illegible]—Hiram College, Hiram, O.
Rev. [illegible], A. M., Pres.

[illegible]—Hiwassee College, Hiwassee, Tenn.
Rev. [illegible], D. D., Pres.

27 [illegible]—Hobart College, Geneva, N. Y.
Rev. Eugene N. Potter, D. D., LL. D., Pres.

[illegible]—Hope College, Holland, Mich.
Rev. Charles Scott, D. D., Pres.

[illegible]—Howard College, Birmingham, Ala.
Rev. [illegible] F. Riley, D. D., Chancellor, [illegible]

[illegible]—Howard University, Washington, D. C.
Rev. J. E. Rankin, D. D., LL. D., Pres.

28 1868—University of Illinois, Champaign, Ill.
Selim H. Peabody, Ph. D., LL. D., [illegible]

[illegible]—Illinois College, Jacksonville, Ill.
Rev. Edward A. Tanner, D. D., Pres.

29 1850—Illinois Wesleyan University, Bloomington, Ill.
Rev. Wm. H. Wheer, D. D., Pres.

[illegible]—Indiana University, Bloomington, Ind.
John M. Coulter, LL. D., Pres.

1847—State University of Iowa, Iowa City, Iowa.
Charles A. Schaffer, Ph. D., Pres.

1855—Iowa Wesleyan University, Mount Pleasant, Iowa.
Rev. J. T. McFarland, D. D., Pres.

1847—Iowa College, Grinnell, Iowa.
Rev. George A. [illegible], D. D., Pres.

1867—Johns Hopkins University, Baltimore, Md.
Dani[illegible], LL. D., Pres.

1864—University of Kansas, Lawrence, Kan.
Frank[illegible], LL. D., Pres.

30 1865—Kansas Wesleyan University, Salina, Kan.
Aaron [illegible], A. M., Pres.

[illegible]—[illegible]

[illegible]—[illegible]

31 [illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

32 [illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[illegible]—[illegible]

[

The nomination, on the day of its presentation, was referred to a committee of four, who made their report April 7, unanimously recommending that the election be confirmed. Still a majority of the Board hesitated. The matter was put over to an adjourned meeting, April 21. On that day it was voted "that the communication from the corporation in reference to the election of Mr. Eliot as President of the University be referred back to the corporation."

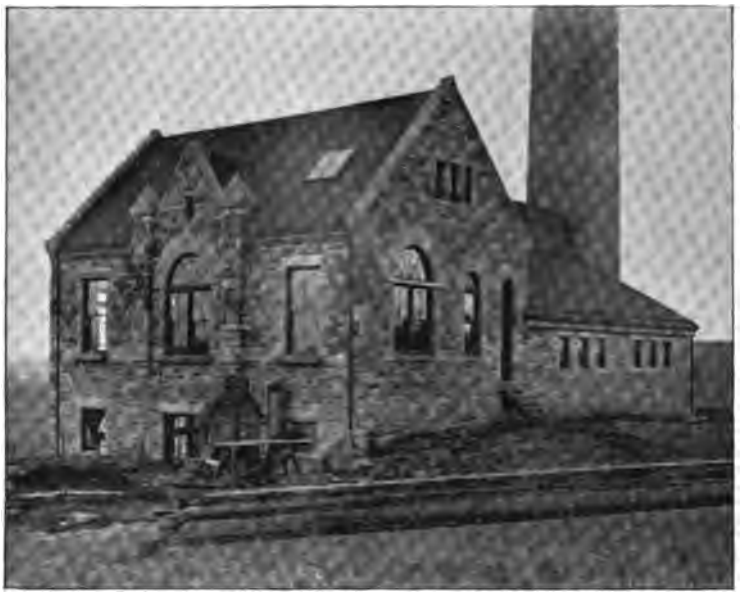
Subsequently, May 19, the corporation replied that "they remain unanimously of the opinion that their action in electing Mr. Eliot is adapted to promote the best interests of the University." In the meantime a majority of the corporation had evidently come to the consciousness of the fact that youth is an ojection to which time is constantly applying a remedy, while age is always advancing with increasing infirmities and disabilities. Old men will go on very well in the beaten track they have traveled for years, but for enterprise and vigorous action young men of ambition and elements of growth are much better.

An informal vote was taken at that meeting and resulted fifteen in the affirmative and nine in the negative. On a formal ballot, which immediately followed, the nomination was confirmed by a vote of sixteen to eight, and Mr. Eliot was declared elected.

The wisdom of the choice has been proved by more than twenty years of successful administration, during which the college has prospered as it never prospered before.

What I have written in relation to Mr. Eliot is drawn from personal knowledge. About the time he was offered the position of superintendent of the Merrimack Mills I was one of the directors of the company, of whom I am the last survivor, and the offer is now known only to himself and to me. When he was chosen President of the college I was one of the Board of Overseers, serving the last year of my first term by election of the Legislature, under the old but not the oldest system. Having been re-elected by the alumni under the new system, I continued to serve on the Board for six years thereafter while he was preparing the ground, planting the seed and developing of his ideas, the steady growth of which I have ever since watched with deep interest and with great pride for my *Alma Mater*.

Mr. Eliot, with becoming modesty, attributes much of the success of the college during his administration to the circumstances of the times and the development of the nation in wealth, self-reliance and intelligence. It is no doubt true that the condition of affairs has been favorable for his work, but that detracts nothing from the credit due to him, nor lessens the true estimate of his ability. He may be regarded as the fortunate man who, taking the college at the flood-tide of affairs, has led it on to fortune, while in other less skillful hands it might have been "bound in shallows and in miseries." The success of real ability is often attributed to good luck, but the difference between the lucky and the unlucky man is that the former takes advantage of opportunities and makes the most of them, while the latter lets them pass by unobserved and unused.



BOILER HOUSE AND ELECTRICAL ENGINEERING SHOPS.

INTERIOR VIEW ELECTRICAL ENGINEERING SHOPS.

MAIN BUILDING.

Success always springs from the contact of favorable circumstances with with faculty, as does the spark from the sudden contact of a flint with the steel. Talent works in rich and fertile fields, while dullness is doomed to scratch in barren places.

It was my intention in this article to point out the growth of the University in all its departments, giving in detail the numerous changes, additions and improvements introduced during the past twenty years, and I collected much material for that purpose. But the quantity proved so great that I have not found time to spare from my official and public duties to properly digest and arrange the same, and have, therefore, concluded to lay it aside for the present, and to publish the article as it is.

WILLIAM A. RICHARDSON.

University of Kansas.

BY VERNON L. KELLOGG, B. S.

WHEN President Angell of the University of Michigan visited Kansas last June it was for the purpose of carrying words of cheer and encouragement to a young educational institution which in late years has become conspicuous among Western colleges and universities. The University of Kansas, at historic Lawrence, is an educational youngster, but withal a sturdy and well proportioned one, and mature in development beyond its years.

In the course of his address on the occasion of the quarter centennial celebration of the foundation of the University, President Angell said: "It is no exaggeration to say that in its twenty-five years of existence this University has made more progress than Harvard College made in two centuries from its foundation." The University of Kansas is a fair type of that important class of collegiate institutions, the State universities, which have so important a place in the history of American education. To quote again from President Angell: "Some of these have grown with extraordinary rapidity in resources, number of teachers and attendance of students, and in excellence and variety of instruction. A few of them need fear no comparison with the strongest and oldest and most richly endowed universities in the East. They have in large degree grown with the growth and strengthened with the strength of their respective States, and have attained a development almost unprecedented in the history of colleges and universities." And this last is especially to be said of the Kansas University. With the marvelous development of the of State Kansas, has come a coincident growth of its University.

With the very beginning of Kansas came the beginning of its University. The same enlightened spirit which prompted the substantial

aid of New England towards the making of Kansas a Free State led to the founding of the "Free State College," finally transformed into the State University. The late Amos A. Lawrence of Boston is fairly to be named the founder of this State institution, in as far as one man may be the founder of a State institution. In 1857, but two years after the first New England Emigrant Aid Colony had settled in Kansas, Amos Lawrence determined the future existence of the University by a gift of money sent to the local trustees of the Aid Company, "to be by them held in trust, and the income to be used for the advancement of the religious and intellectual education of the young in Kansas Territory."

The undertaking to establish a Kansas college during the early troublous days of the Border Warfare, was, as may be supposed, the subject of many buffetings and of many ups and downs; mostly downs, certainly, until the settlement of that greater matter, about which the men of Kansas were fighting, was come at. Not until 1866 was the reality of the Kansas University apparent. In September of this year, the faculty of three, (of whom two, Professor, now Chancellor, F. H. Snow and Professor D. H. Robinson still retain their places), began the work of instruction.

The history of the institution since 1866 is one of rapid and certain growth. Without an endowment offering resources to be relied in and out of the event of a drouth, or of a grasshopper visitation, or a "just natural" crop failure—for upon crops does the University really rely for the sinews of war—but dependent upon the ability of a young State needing all available capital for the development of its material interests, to biennially appropriate money for current expenses and for new buildings and equipment, the University has shown exceptional growth. From three has the faculty increased to forty; where were twenty-six students, all "preps.", now are 600, none preparatory. During its lifetime the University has had five chancellors, all but one of whom are alive. Rev. R. W. Oliver, now holding the divinity chair of the diocese of Nebraska, was the first of the five. Following him came, successively: Gen. John H. Fraser, deceased; Rev. James H. Marvin, a Methodist minister, now living in Lawrence; Rev. J. H. Lippincott, pastor of the First Methodist Church at Topeka, Kansas, and the present chancellor, Francis H. Snow, Ph. D. (Williams), LL. D. (Princeton), a scientific man of high attainments, whose administration is eminently successful.

The University now has five buildings, which, together with the grounds and equipment, are valued at over half a million. There is comprised in the University a College of the Arts, Literatures and Sciences, a School of Law, a School of Pharmacy, a School of Fine Arts, and a School of Engineering. The departments of Geology and Paleontology, Zoölogy and Physiology, and Botany and Entomology are housed in the Snow Hall of Natural History, a beautiful building of white stone, named in honor of the present chancellor. The department of Electrical Engineering organized by Prof. E. L. Nichols, now of Cornell Univers-

ity, and now in charge of Prof. L. I. Blake, has an excellent equipment; its shops occupy the last corridor of the Boiler House.

The display collections in Natural History fill three large museum rooms in Snow Hall, and are of great value and interest. The paleontological collections are especially strong in vertebrate remains from the cretaceous beds of Western Kansas, and in a series of leaves from the Dakota group of the same region. Among the fossils are saurians and pterodyctyls unexcelled for completeness in the world; the most perfect plesiosani's head so far discovered is a recent acquisition. The Dakota leaves comprise two hundred species new to science. They have been described by the late Leo Lesquereux. The zoölogical museum is rich in mounted mammals, a male and female buffalo, a group of seven moose, a group of seven Rocky Mountain goats, one of the rarities, and a striking group of two mountain lions at quarrel over a captured deer; two grizzly bears are of special note. The taxidermic work is done by Prof. L. L. Dyche, and is faultless in anatomical accuracy and in striking design of grouping. The herbarium is large, as are the collections in entomolgy, got together and arranged by Prof. Snow. The Classical Museum contains a good series of casts, reliefs and plates. The library is small but well selected. It contains fifteen hundred volumes.

The educational "standard" of the institution, as shown by the curriculum of studies, is high. There is no longer a preparatory department, though this is a recently arrived at condition. The requirements for admission to the Freshman class are as follows: In Mathematics, through quadratic equations and progressions in algebra, and all of plane geometry; in Greek, the grammar and reader, composition and three books of the Anabasis; in Latin, grammar and reader, composition and fifteen books, divided among Cæsar, Cicero and the Æneid; in French and German, if the scientific or modern literature course is entered, grammar and easy prose at sight; if French and German are offered, no Greek and but four books of Latin are required; in English, rhetoric and facility in composition, determined by essays on various English classics. In addition, American and general history, elementary physics, free-hand drawing, political and physical geography and science of government are prescribed. There are six regular courses in the College of Arts, varying in the languages, mathematics and sciences. The studies are prescribed only through the Sophomore year, the studies of the last two years being chosen, under the direction of rules for the selection of major and minor courses, from the list of optionals offered in the various departments.

The University is organized and governed under an Act passed by the Legislature in 1889. The Act provides for the levy of a tax for the support of the institution, and the income is thus, now, a certain and uniform one. The provision is not yet a part of the State constitution.

The State University is an institution on plainly different footing from the privately endowed and denominational college or university. The relation of the State University to the people is vastly different;

the beneficiary of State funds raised by direct tax upon all the people of the State, it stands in an intimate and delicate relation to the State's citizens of all classes. Its benefits should accrue primarily to the citizens of the State, and through them to the country in whole. An absolute independence from dogma, prejudice or favor is a wholesome necessity, leading to an untrammeled freedom of thought in all lines. The popular demand for practical education must be met, and thus are early established the technical and professional departments which give the institution its university character. The enjoyment of the advantages of the State University must be open to as large a number of the State's youths as possible. Tuition fees must be small, or quite done away with. And the requirements for admission must not get beyond the limits of high school preparation. The State University is but an integral part in the State's public school system. It is the highest round in the ladder reared by the State for the ascent of its youth to the plane of good citizenship. The University and the high schools must not be dissevered, and that the educational standard of the University may not be lowered, the high school's standard must be high.

In Kansas over fifty city high schools freely prepare students for admission to the Freshman class in the University, and experience has proved the preparation good. County high schools, supported by a special County tax, are being established, and thus the farmers' boys, as well as the boys of the town, have opportunities to fit themselves for college. Indeed, the rolls of the Kansas University show that a majority of its students are sons and daughters of farmers, and, further, that over one-third of the students are entirely self-supporting. Such students attend college to work, and the State University is pre-eminently a hive of workers, with the drones few and far between.

The future of State universities in the West is assured. Among such institutions the University of Kansas has not the least brightest of outlooks. Who may say what the second quarter-centennium of its history may bring forth?

VERNON L. KELLOGG.

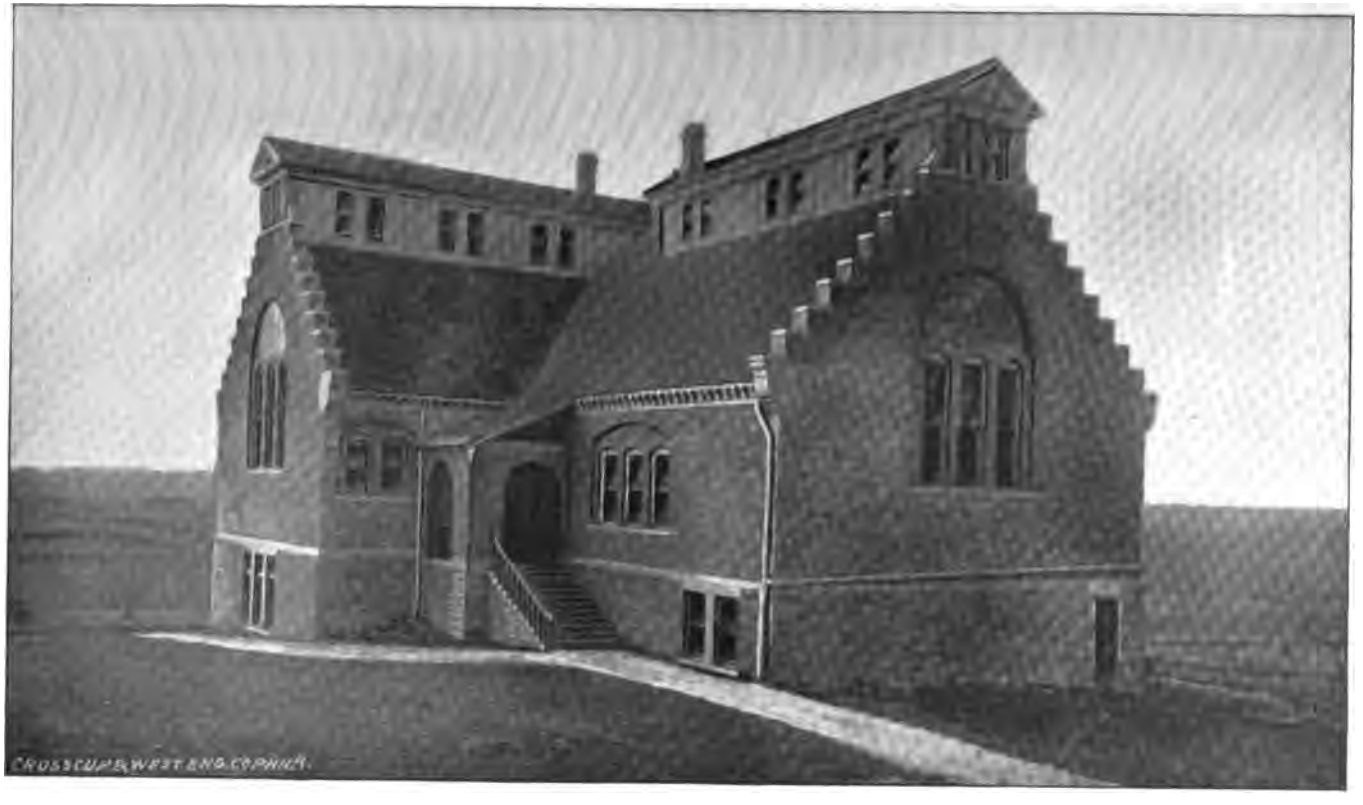
Five Little White Heads.

Five little white heads peeped out of the mold,
When the dew was damp and the night was cold;
And they crowded their way through the soil with pride;
"Hurrah! We are going to be mushrooms!" they cried.

But the sun came up and the sun shone down,
And the little white heads were withered and brown;
Long were their faces, their pride had a fall—
They were nothing but toad-stools, after all.

—*Walter Learned.*

SNOW HALL OF NATURAL HISTORY.



CHEMISTRY BUILDING.

FRANCIS H. SNOW, Ph. D., LL. D.,
Chancellor of the University of Kansas.

Non-Hamiltonian Time.

A VISIT TO A WORLD BEYOND THE GREAT NEBULA IN ANDROMEDA.

BY THOMAS HILL, D. D., LL. D., EX-PRESIDENT OF HARVARD.*

SOME ten or twelve years ago I began to have a series of remarkable visions. They culminated, after several years continuance, in one which I propose to describe in the present paper. I had been an amateur astronomer, and was fond of reading the lives of ancient star-gazers and mathematicians; and I had frequently expressed, in a foolish way, my wish that I could see some of them and talk with them. I was startled one evening by being apparently taken at my word. I raised my eyes from an old volume of Euclid, over which I had been poring several hours, and saw on a chair on the opposite side of the table, a venerable man who smiled and made a courteous bow, moved his lips as though about to speak, and then vanished. I was very much disturbed, being afraid that the vision had resulted from overwork, upon my part. But as no ill symptoms afterward appeared, I said, perhaps a month later, that if that was a real visit from Euclid I wished he would come again, and tell me what he was going to say. Immediately he appeared, and spoke in a low voice, saying that he had refrained from speaking before because he had seen that I was too much agitated to listen to him. Even now he thought he had better make his visits exceedingly brief; but after a few weeks, when I had become more accustomed to seeing him, he should make them longer. He was as good as his word, and before two months had passed I was as delighted to see him and as little disturbed by his entrance in the evening as I should have been had he been an old friend, still clothed in flesh and blood.

He never came except in the evening, when I was entirely alone. But, after a while, when he thought my nerves could bear it, he brought several other mathematicians and several old astronomers to see me. I never could account for this special kindness, which had brought me into personal communication with the worthies whose writings I had so much admired; but I certainly enjoyed my good fortune exceedingly. I will, however, confess that it struck me, at first, as a very suspicious circumstance that Euclid, Copernicus, and other scientific men, who had died in foreign lands from one to twenty centuries ago, should speak modern English as well as I could. But Euclid one day said to me that he saw there was a doubt arising in my mind from that cause. "And," said he, "the fact that I know your thoughts, and your difficulties, is in itself a proof that the explanation which I will give you is correct. When we disembodied spirits come into communication with any one still in the flesh, we read his thoughts; and, as part of his thoughts, we read the language in which he would express them. We thus acquire,

* Recently deceased.—ED.

in a very few hours, as perfect a knowledge of his language as can be acquired, by one still in the body, in as many months, or even years."

No man can imagine the happiness which I enjoyed from being permitted to receive these visits from men whom I held in such reverence. I had never married, I had no near relatives in New York City, I cared little for ordinary evening amusements; and thus it happened that I very frequently had in my room, with locked doors, two or three of the most distinguished mathematicians and astronomers of past ages, conversing with each other and with me, on the most profound and fascinating topics connected with their favorite sciences. I speak as though they assumed material forms; I mean that I saw them, and heard them speak. It is, of course, possible that the change was in me, not in them; that is to say, it may be that my eyes were temporarily opened, like those of the great Swedish seer, to see their spiritual bodies. But that it was a real sight, and not a mere subjective vision, is shown by the very wonderful occurrence, which I promised, in the beginning of this paper, to relate.

One evening in March, 1884, Euclid did me the great honor of bringing Plato with him, and after a good deal of conversation, I spoke of my regret and indignation at the tone of certain modern writers toward geometry. One of them declares that the definitions of geometry are the definitions of things which are not only non-existent, but inconceivable. There is, according to him, no such thing as a geometric line, or surface or circle. There are threads, and edges, bodies have outside boundaries, some bodies are round—but there never was, will be or can be a circle whose radii are all equal. That property belongs only to the inconceivable circle of geometry, a non-existent figure, in non-existent space. Furthermore, this writer declares that in some other part of the universe events may have no connection with each other, but occur at random.* Then I read to them from a still more recent author, who, after declaring that the axioms of geometry are mere generalizations of experience, adds that the conception of their necessary truth is a prejudice, arising from centuries of an indiscriminating worship of Euclid. His theory is that all knowledge is but an accumulation of experience through the senses. But, strangely enough, he appeals in support of some of his conclusions, not to the experience of human beings, but to that of Sylvester's impossible imaginary worms and fishes, living under impossible conditions, and furnished with minds and habits of reasoning precisely like his own.** From the imagined report, of the imagined experience, of these unimaginable worms and fishes, he concludes that as a line, which is one-dimensioned space, and a surface which is two-dimensioned, may be curved and twisted in various forms, so space itself, which is three-dimensioned, may be twisted and curved; and we not know it, except by its effect on material bodies.

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*Mill's "Logic," Book II., chapter vi.

** W. Kingdon Clifford, "Common Sense (!) of the Exact Sciences."

"Well, said Euclid, "what do you think of all this?"

I answered that I thought their pangeometry perfect nonsense. For my part I should rather go to the other extreme, and join those who re-echo the whims of Teufeldsrock. Teufelsdrock said that space is in the mind alone; that space is simply the human way of seeing things. Even this seemed to me less absurd than some of the modern talk about curved space, and space of four or more dimensions. It is particularly ridiculous, I added, for men to say that all knowledge is derived from sensations, from external experience; and then to talk of the probable reality of things so utterly contrary to experience.

Euclid then asked how I accounted for it, that such distinguished mathematicians, at the present day, seemed inclined to admit these absurd ideas as truth. I replied at considerable length, to the effect that they confounded words with things. Algebraic language had the same power of expressing nonentities that ordinary speech has. We talked of griffins and mermaids, fairies and goblins; and might weave self-consistent stories about them, but that did not prove that such things exist. So, also, in algebra, we had symbols by which we can express any number of dimensions in space, and any other absurdity we please; we could weave these symbols into equations and draw coherent self-consistent inferences from them; but the inferences would comparatively seldom have a real meaning, they would usually be absurdities. The doctrines of four-dimensioned space, of parallel lines meeting and crossing at two places, etc., were falsely inferred to deal with real things simply because they can be talked about in algebraic terms.

Euclid smiled, and said that while he was in the flesh he had followed Plato and considered geometry the knowledge of necessary and eternal truth. "But," he added, "you remember that Lucian tells us that Pythagoras changed his opinions about beans after he died. I am proud of the honor which men give me by calling three-dimensioned space, Euclidean; and I can well understand how you resist being led by such terribly inconsistent theorizing as Mill's and Clifford's. Are you, however, willing to take a trip through the ethereal void and see for yourself a world in hyperuclidean space?" I said that I should like it, provided I was promised a safe return when I desired it.

The preliminaries were soon settled. I was to take with me a note-book and pencil, which I might use while there, and bring back with me. Euclid asked me to begin by writing in my note-book the date, the hour and minute; and then to close my eyes. I wrote, "March 31, 1884, one minute before midnight," put the book in my pocket, closed my eyes, and fell instantly asleep.

When I awaked, I was standing with Euclid, under a sky brilliant with curious changing curves of light. He said to me, "Do not be afraid; put on these glasses, and then look at the sky." I looked through his spectacles, and every changing curve had become a fixed star. He directed my attention to a very small nebula among them; and assured me that that was the great nebula in Andromeda, barely

visible to the naked eye from the earth. The earth and solar system lay exactly behind that nebula, and at an incalculable distance beyond it. "We are now," said he, "in non-Euclidean space; that is the reason that your eyes, accustomed only to Euclidean space, need the glasses." He then took me to a sort of summer-house; and, as the night was fine and mild, we lay down, and I managed to get some natural sleep. In the morning Euclid took me to see some persons with whom he was acquainted, and who treated me with great kindness, for his sake. I do not remember what account he gave of me, or how he explained my ignorance of their language. But he infused into my mind so much of his own ability to read unspoken thought, that I acquired a knowledge of their tongue in a surprisingly short time; and then greatly enjoyed their hospitality. I was, however, obliged to keep the spectacles on during all my waking hours. If I laid them aside, even for a moment, everything was in confusion. Nothing appeared to move in a straight line; objects were continually varying in their size, and in their number, disappearing and re-appearing, in an incomprehensible manner. I soon ceased to try that experiment, and kept my magic glasses constantly upon my nose.

What the length of their day was, I never found out,—but it seemed to me that it was about fourteen of our hours, and their night about ten. Whether that estimate is correct or not, it took me only a fortnight of their time to become familiar with their language, so that I spoke it like a native. Then I began, with Euclid as a guide, to visit their schools, and to examine their text-books. They paid great attention to the rudiments of mathematics and physics: also to the elements of morality, and to the inculcation of good manners. The astonishing thing was, that while, with my glasses on, they appeared to be sensible and well-behaved people, the instruction given in their schools was as ridiculously absurd as, with my glasses off, their behavior appeared to be. I made copious notes of the oral instruction; and copied many of their mathematical axioms and their moral maxims, from their text-books. To give a few examples, by way of illustration, I will here take from my note-book some of the mathematical axioms which I copied from their most celebrated teachers upon that subject:

Things that are equal to one and the same thing, are not equal to each other.

If to equal things equal things be added, the sum must be unequal.

Two straight lines, in one plane, have at least two points of mutual intersection.

The whole is never equal to the sum of its parts.

The whole may always be divided into two parts, whose difference shall be equal to the whole.

The shortest distance from one point to another is never equal to the length of a straight line passing through the points.

On a par with these mathematical axioms are some of their moral maxims; for example, that charity is the most flagrant of crimes, and

malice the noblest of virtues. The origin of this latter maxim arises from the fact, that the native disposition of the people there is so amiable, that it is the hardest conceivable triumph over self, for one of them to get up any malicious feeling towards a neighbor.

After spending about two months in this strange community, I told Euclid that I had filled my note book full, and wished to return home.

"Well," said he, "when will you go?"

I replied, "I should like to go now."

"But when should you like to arrive on the earth?" was his next question.

I replied: "As soon as possible."

He answered, "That is not an intelligible reply. What I wish to know is the date in Hamiltonian time, at which you wish to arrive."

I answered that I could not understand what he meant.

"It is my fault," was his reply. "Since you have never been accustomed to anything but Hamiltonian time, of course you do not understand our present separation from it." I suppose that I looked still more bewildered, for Euclid immediately went on to explain. "You admit," he said, "that it is perfectly easy for you, as a mathematician, to symbolize and discuss, in algebraic language, hypereuclidean space. Now, if we call your solar time after the great geometer of Dublin, Hamiltonian time, would it not be equally easy to discuss, in like manner, hyperhamiltonian time? You can, by means of your imaginary symbol, fix the position of any number of points by absurd conditions; for example, points which are neither above, below nor in the plane of your horizon; could you not, in like manner, fix any number of epochs of time by absurd conditions? for example, which should be neither before, after, nor at the date of your American Declaration of Independence?"

I replied that certainly that was the case.

"Very well," said he, "the whole of the two months that you have spent here with me in hypereuclidean space has been also in non-Hamiltonian time. No such relation as before or after, previous or subsequent, exists between events in the solar system and events in this system. All its dates are neither before, after nor at the 31st of March, when you left your planet. In fact, the stream of time in this community is not coincident with, or even parallel to, the stream of time on earth, but runs at right angles to it. There can, therefore, be no synchronism in events here and events there, and no time relation of any kind. In passing out of one kind of time into the other, it is, therefore, always possible to enter the other at any date I choose. When I brought you here, it was in my power to have introduced you into an era of this community, either before or after the non-Hamiltonian time in which you did arrive among them. Thus, also, in taking you back to earth, it is easy for me to land you again in your city of New York at any moment you may ask me to, whether in what you would consider past or future time, either in the days of Peter Stuyvesant or of George

Washington or in an era whose Hamiltonian date has not yet been registered on your planet, in your twentieth century, for example. You may take your choice, and I will restore you to your chamber at the precise minute which you may request. But let me warn you of the consequences of your choice. I should advise you strongly not to choose a time differing much from the moment of your leaving there. You have the minute recorded at the beginning of your note book. If I should place you there one minute later than that time you would always be one minute in advance of your companions in every thought and in every action. But if I landed you there a minute earlier than that time, you would always be a minute behind. I could make it a month before or a month behind as easily as a minute, but that would evidently disturb all your business relations. And when you consider how frequently it happens, that you are required to act with your fellow men precisely at the proper instant, I think you will hesitate to make the difference between your leaving, and your arriving there again, even so great as one second of your Hamiltonian time."

I paused, thought the matter over for a few minutes of non-Hamiltonian time, and saw the wisdom of his advice. I asked to be restored, into Hamiltonian time, at precisely 11.59 P. M. of the 31st of March, 1884.

Euclid told me to put my note-book in my pocket; to return him his spectacles, and to close my eyes.

I obeyed, and the next moment was awake again, in my chamber, in New York. My lamp was burning brightly; I looked at the clock upon the mantel-piece, it wanted one minute of midnight. I looked at the *Times* and the *Evening Post* which lay upon my table, and found them dated March 31, 1884. My first thought was that I had had a singular dream; and that it had flashed through my brain in a second of time, like the fabled dream of a doubting Mahometan, who dipped his head in a tub of water. I then remembered that I had, but a moment before, made a note of the time in my note-book. I took the book out of my pocket, to see if it were not so, and found, to my astonishment, the large note-book filled as I have now described. Whatever be the rapidity of thought possible in dreaming, the rapidity of motion of a pencil upon a note-book is certainly limited, at least in Hamiltonian time; and from an examination of my notes, I am convinced that it would have taken six or seven hours for the most rapid amanuensis to take down all that I had written in those six weeks of Hamiltonian time. Nothing could be a clearer proof of the reality of my experience. Nothing could more clearly show that Euclid had had the ability to return me to New York at any moment I had named, either of past or of future Hamiltonian time.

Subsequently Euclid offered to take me to other regions of still different kinds of space and of time. He tells me that there are only five genera of space, classified by the number of their dimensions—zero, one, two, three and five—and that this is the ultimate reason

Why Nature loves the number five.

Each genus has many species according to the curvature. The space to which he took me was three-dimensioned, and with a left-handed twist. He says that there also five genera of time; three of one dimension each, but running in their general course at right angles to each other; one of two dimensions, and one of three, the species being distinguished by curvature. He was particularly pressing in his invitations to me to visit a world in which the time (of one dimension, and running in the same general direction as our Hamiltonian time) is curved in a series of loops, like a cord of gimp. The inhabitants thus come twice to each of those epochs where the stream of their time crosses itself, and very naturally make such epochs the set times for important occasions. There were private reasons why I had to decline the invitations; but I had no doubt of his ability to take me safely there and safely back.

Henceforth, therefore, I must not only believe, with Jonathan Dream, that all works of consistent imagination are really descriptions of existent things; but also that there is no absurdity, which can enter the human mind, so great that it is not, in some part of the universe, a reality. Here are men maintaining that all human knowledge is only a generalization of experience, and nevertheless professing to obtain a knowledge of a kind of space of which neither they nor any other man have had experience. What could be more self contradictory and absurd? There is no knowledge except what comes from experience, but, nevertheless, they have a knowledge of that of which no one has ever had any experience. It is saying that a thing is and is not, in the same sense of "is" and at the same time. Yet I, by actual experience, find that their absurdities are true: their wild ideas are realities in non-Euclidean space. Cicero has expressed the opinion that there is no absurdity so great that some philosopher may not be found who holds it for truth. My experience in that world beyond the great nebula of Andromeda shows me that what any philosoper or any lunatic holds as truth, is truth.

Perhaps I ought to make a single exception. A very distinguished fellow of the Royal Society has told us that truth is the opinion held for the time being by the majority of those qualified to judge. That, I will acknowledge, can not be true. For it either is, or is not, true. If it is not true, then, of course, it isn't true. And if it is true, then, by its own terms, it isn't true; for it certainly is not the opinion of the majority of those qualified to judge. THOMAS HILL.

Love and Death.

FROM THE GERMAN.

One stroked the hair, where yet the soft light played,
Saying, "I would have loved her had she stayed."
One turned with passionate sobbing to the wall:
"So long to love, and this the end of all!"
One bent and kissed the mute lips with a smile:
"Patience, sweet love, 'tis only for a while."—*Harvard Monthly.*

EBENEZER DODGE, D. D., LL. D.,
Late President of Colgate.

JAMES B. COLGATE,
Benefactor of Colgate University, and for whom it was named.

VIEW ON THE CAMPUS—COLGATE.

Colgate University, Hamilton, N. Y.

BY PROF. N. L. ANDREWS, '62.

TO the graduates of Colgate University a special charm is always associated with the familiar "Hill." What an outlook over the village lying below, and northward up the Chenango Valley! No one who has ever strolled over the "Hill" on a June or an October day can easily lose from memory the enjoyment of such a view.

When Samuel Payne, in 1826, donated his farm, consisting of one hundred and fifty acres, mostly hill land, situated about three-quarters of a mile south of the village of Hamilton, the value of the gift was far in excess of any price which it would have commanded. An extensive plateau, well elevated above the plain toward which it slopes, here gently and there more steeply, was the best available location in the entire vicinity on which to erect the various buildings sure to be demanded in the progressive development of an institution of learning.

Under the name of the "Hamilton Literary and Theological Seminary" the institution had been opened in 1820. Indeed, an Education Society had been formed as early as 1817, and students had been received under the tuition of Rev. Daniel Hascall. Temporary quarters were found in the village itself. In 1821 a second professor was added by the appointment of Rev. Nathaniel Kendrick, D. D.

As the name of the institution would indicate, it was then by no means a college. It was founded with particular regard to the training of an educated ministry. Being designed to meet the wants of the Baptist churches which made its constituency, it could not well be much in advance of the average ideals of the existing ministry. To the clear-brained, sagacious laymen of that early time too much honor cannot be

VIEWS OF COLGATE.

Chemical Laboratory. The Older Buildings.

paid. However great the prosperity of the University in days to come, no small indebtedness will be ever due to such men as Jonathan Olmstead, Samuel Payne, Seneca B. Burchard, William Colgate and Alexander M. Beebee.

It seems strange enough to our ways of thinking that the privileges of the institution were limited to students for the ministry until 1839. Such a restriction has an almost ludicrous aspect. Be it said to the credit of those early classes, that the alumni of the first twenty years furnished not a few strong, cultured men, for prominent Baptist pulpits in our own country, and for distinguished missionary service in foreign lands.

Traditions concerning the student life of that period have a peculiar interest. All boarded in commons, and the "boarding-hall" furnished its creature comforts at the astonishing price of one dollar and twenty-five cents a week, washing included. It does not seem that it would have been difficult to "mortify the flesh" under such conditions. Self-indulgence in any form was not easy. The midnight oil might indeed be burned, but the student must rise betimes next morning, for chapel service was held at six o'clock, and the different students officiated by turns in conducting the worship. It is to be feared that under similar circumstances modern students would hardly be in a prayerful mood. It is said, indeed, that there were instances in which students appeared in their seats in the dim morning light, clad in coverlets, under which, when chapel was over, they snugly nestled themselves again. Professor Hascall, justly honored as in a special sense the founder of the institution, walked two miles and more to attend this early chapel service. A second service, conducted by the professors, was held at five o'clock in the afternoon.

SCENE IN HAMILTON N. Y.

The first building on the hill, now called West College, was finished in 1827. It contained dormitories, class-rooms, and auditorium or chapel. For twenty years past, this old chapel has ceased to be, but all the alumni before the seventies will remember its quaint construction, and some will recall how convenient it was to slip into the "pit" of the chapel, in case one was too late to find his place with his class above. East College was erected in 1834, a building of similar dimensions and style. Although other buildings of more architectural merit have already been and will be yet added, the historic associations connected with these early edifices will ensure their careful preservation.

Students had increased, new professors had been added, and the original course of three years had been from time to time extended. In 1829 the course was four years, and in 1832 it was extended to six years. The erection of the Eastern Edifice in 1834 coincided with the organization of a course of eight years. There were now seven professors, and two of them gave signs of that scholarly capacity which has made their names distinguished as American educators. It was certainly a good fortune which associated Barnas Sears and Asahel C. Kendrick with the history of this early period. George W. Eaton also entered the faculty in 1833.

The eight years were divided into a preparatory course of two years, a college course of four years, and a theological course of two years. The first college class, numbering seven, was graduated in 1835. There was, however, no charter giving the right to confer degrees. It is safe to say that although the Institution was not formally a college, it com-

THE COLGATE LIBRARY.

pared favorably, as respects the attainments and ability of its Faculty, and the make-up of its students, with most other colleges. Besides the professors already mentioned, Stephen W. Taylor and John H. Raymond, the former afterwards president, and the latter subsequently distinguished as the first head of Vassar College, gave instruction of no mean order in college, and Thomas J. Conant in the theological department was laying the foundation of a Hebrew scholarship which gave him reputation on both continents. There was little endowment, and the salaries paid were modest. The material equipment was far from adequate, even by the standards of those days. Roads and walks were laid out and improved, and trees planted, by the labor of volunteers from the body of students.

The college charter was not obtained until 1846, but the Institution had been doing college work for twelve or fifteen years. Such men as William Dean of '33, fifty years a missionary to the Chinese, John H. Raymond of '36, Benjamin F. Taylor of '38, journalist and poet, and clergymen like Edward Lathrop of '39, George C. Baldwin of '42, Edward T. Hiscox of '43, and Reuben Jeffery of '45, would do credit to the alumni roll of any college. The president in fact, though not in name, was Dr. Nathaniel Kendrick, who was without doubt the commanding personality of his time. He died in 1848.

THE VICTORIOUS COLGATE BASEBALL TEAM

When the charter came in 1846, it was under the name of "The Madison University." Among those constituted as its Trustees, besides the names of William Colgate and Seneca B. Burchard, already mentioned, we find William L. Marcy, Ira Harris, William R. Williams, and other strong, broad-minded men. The name of the university was not deliberately chosen, but selected by a committee who had been charged with securing the charter. It designated the county in which the college was located, thus seeming to limit educational aims, which, both in wish and in fact, had the wide scope proper to a university. This new era, marked by the university charter, had hardly set in when a controversy arose among the friends of the institution, and in the Faculty itself, over a proposition to remove the university to the city of Rochester. This question continued to be agitated for three years; but in 1850 an injunction against removal closed the dispute. The result of the controversy involved the establishment of a new institution at Rochester by friends of the movement, while the friends of Madison University rallied to its support with great zeal and energy. The Faculty was reorganized and Stephen W. Taylor, LL. D., who had been a professor from 1834 to 1845, was called to the presidency from the university at Lewisburgh, Pa., of which he was then the head. Efforts were at once made to secure endowment funds, which, up to this time, had been meagre. Among the chief contributors were William Colgate and Garret N. Bleecker, of New York. Within the five or six years of President Taylor's administration, the number of students fully equalled that of any former period. He was a man whose class-room work was of a high order, and his administrative capacity was excellent. Not a few alumni of that period who happened to come under his discipline, would heartily accept the portraiture of his character as given in the inscription on his monument, "tenax propositi."

Dr. George W. Eaton succeeded to the presidency on the death of Dr. Taylor, in 1856, and his administration lasted twelve years. Soon after he became president, a new building was added and designated "Alumni Hall." It contains a large auditorium for commencements, a chapel and various lecture rooms. Hardly had it been finished when the war began. Patriotic sentiment ran high. The whole body of students formed a military company for purposes of drill, and not a few enlisted for the war. Among the "stelligeri" on the roll of Colgate University are many names of those who fell in behalf of the Union. One of her sons was the first man to enter Vicksburg. Like all other colleges, the institution failed to hold its own in numbers during the war period. The return of peace brought an increase of students, and additional resources. The gift of thirty thousand dollars, in 1865, by Mr. James B. Colgate, materially strengthened the meagre endowment, and the soldiers' scholarships, established by Mr. John B. Trevor, became an attractive feature for soldiers and their sons.

Dr. Eaton's long connection with the university gave him wide influence among the alumni, and his devotion to the university was a

genuine enthusiasm. Any alumnus who may read this sketch, will recall how hopeful President Eaton was for all his students, how charitable in his judgment, and how merciful in discipline. Not unfrequently did it happen that, after discipline had been resolved upon, the President invited the Faculty to re-consider the case on account of new light thrown upon it. More than one student, now a middle-aged alumnus, will bless his memory because that "new light" was quite invariably on the side of the student. Retiring from the presidency in 1868, he continued to be a theological professor, and President of the Seminary until his death, in 1872.

With the entrance of Ebenezer Dodge upon the duties of the presidency, in 1868, began an era of marked expansion in the history of the university. A few lady friends of the university gave the spacious President's house, with its ample grounds, just adjacent to the university premises. In the following year, the semi-centennial of the university was celebrated with great enthusiasm. It was an opportunity for increasing still further the invested funds. A Jubilee Fund was raised, amounting to one hundred and thirty-five thousand dollars. A volume, recording the progress of the university, was published in 1872, entitled, "The First Half-Century of Madison University." The enlargement of financial resources made it possible to increase the Faculty and to add requisite facilities. The broad scholarship, profound intellectual insight, and strong personality of President Dodge commanded the confidence of the public and the admiration of the students. Among the older professors who ably supported him were Alexander M. Beebee, and, in the department of Natural History, Walter R. Brooks. Among the younger men whom President Dodge called around him, a peculiar interest attaches to the memory of John James Lewis, professor in English and Elocution.

Colgate Academy was organized as a separate preparatory school in place of the old Grammar School. A Library Fund of twenty-five thousand dollars was raised in 1876, and other sums were added to the endowment. It now became possible to add somewhat to the compensation of the professors, and to provide larger appliances for instruction. The Chemical Laboratory was built in 1884, through the joint liberality of Colonel Morgan L. Smith, Thomson Kingsford, Samuel Colgate and President Dodge. It marked a decided advance on the side of scientific teaching. Its facilities are of the first class, and the opportunities for analytical work are extensive. Older alumni would be astonished at the contrast between the laboratory facilities and the scanty knowledge of Chemistry obtained three decades ago under the excellent Dr. Mather.

The theological department of the University extended its course in 1875 from two or three years, and in 1886 its noble building, Eaton Hall, was erected on the site of President Eaton's house, commanding a superb view of the village of Hamilton and the surrounding country. Both this building and the laboratory are of the Hamilton blue stone quarried out of the University hill.

The record of progress under President Dodge's administration would not be complete without mention of the magnificent Library building erected by Mr. James B. Colgate, of New York, at a cost of one hundred and fifty thousand dollars. Its commodious stack-rooms, its spacious reading-room, and its rooms for Treasurer, Trustees, and seminary methods of instruction, make it a building remarkably adapted to the uses of the University. Begun in 1889, it was still unfinished at the death of President Dodge in January, 1890, but was dedicated in 1891. The Librarian of the university, Dr. Burnham, is a man who knows the contents of books as well as their titles and various editions. It is expected that lectures will occasionally be given on topics pertinent to the uses of a library.

The twenty-one years of President Dodge's administration, attended by such enlargement of financial resources, and marked by a constant elevation in the standards of scholarship and a constant widening in the scope of instruction, constituted the most notable period thus far in the life of the University. As these great advances had been made possible chiefly by the munificence of the Colgate family, whose present representatives, James B. Colgate, Samuel Colgate, and James C. Colgate, inheriting an affection for the institution from William Colgate, one of its early benefactors, have bestowed upon it donations far exceeding the hopes of its early friends, it was the judgment of Dr. Dodge that their identification with its interests would be appropriately marked by changing the name of the Institution to Colgate University. The proposition met with general favor, and the change was consummated by the action of the Regents, March 13, 1890, and by order of the Supreme Court, April 22, 1890. This new name may be called the gift of President Dodge. His devotion to the University was shown throughout his career by generous gifts in aid of students, liberal subscriptions for buildings and other improvements, and by the donation of his large and valuable library (between three and four thousand volumes) to the University. This special library is peculiarly rich in works illustrative of the history of art.

The increase of productive funds has been steady. Dr. P. B. Spear, Treasurer from 1864 to 1888, rendered most valuable financial service. In 1864 the endowment was $62,000; in 1865, $121,000; in 1868, $177,000; in 1870, $255,000; in 1874, $304,000; in 1876, $405,000; in 1881, $480,000; in 1888, $500,000; in 1891, $1,500,000. This does not include Education Society funds amounting to $125,000. The splendid gift of one million dollars made by Mr. James B. Colgate in June, 1891, marks the beginning of a new era in the financial, and doubtless in the educational life of the University. Who that loved Dr. Dodge was not profoundly touched when Mr. Colgate designated this magnificent sum as "The Dodge Memorial Fund"? If anything could enhance appreciation of this gift on the part of the Colgate alumni it was the touch of tenderness which this action of Mr. Colgate inspired as an added element in the honor which is paid him. The University is already feeling

EATON HALL—THEOLOGICAL.

the benefit of its strengthened financial basis. New professors have been added, and plans devised for enlarging the University work. That a signal opportunity is open to the University and to him who shall succeed Dr. Dodge, is generally recognized by the educational public.

Some features of student life at Colgate deserve mention. The peculiarly friendly and personal relation existing between professors and students is characteristic of the place. The result of this is to eliminate that antagonism sometimes found between student and faculty.

To men whose college days are passed, dormitory life seems somewhat unnatural, but the friendships formed in such a community bind men as with hooks of steel. This common life at Colgate is not marred by undue bitterness of fraternity strife. Here as elsewhere students are fond of taking their Greek in mystic bi-literal or tri-literal symbols; but bonds of friendship between man and man are not confined to members of the same Greek-letter society. Vigorous chapters of various fraternities exist. Delta Kappa Epsilon was established in 1856; Delta Upsilon in 1866; Beta Theta Pi, Phi Kappa Psi, and Phi Gamma Delta have come in within a decade. The Y. M. C. A. and other religious agencies are vigorous, commanding general support. It is not the fashion to be indolent, self indulgent, or "fast."

Some of the older alumni are inclined to rub their eyes a little at recent manifestations of athletic life in the University. During the last few years Colgate has won distinction in baseball. Its nine has been prominent in the Intercollegiate State League, and in two separate seasons have distanced all their competitors. The Colgate "eleven" has also had brilliant success, having a percentage of 1,000 in the State Intercollegiate League. The college now holds both the

HOME OF Δ. Υ. AT COLGATE UNIVERSITY.

baseball and football penants. Grave peop e not familiar with college conditions are likely to exaggerate certain evils incident to such sports. They do not see what an admirable outlet they afford for that animal vitality which in the earlier history of American colleges found play in mischievous pranks or positive dissipation. The Colgate teams have always been noted for their freedom from profanity, drinking, and the like, and the athletic men have stood well in scholarship as compared with the other students. Enthusiasm over success has found expression in the now familiar "Rah! Rah! Colgate! Zip! Boom! Ah!"

Never did Alma Mater have more enthusiastic loyalty in her sons. Without any blowing of trumpets, the feeling possesses all that progress is the order of the day. The improvements that are now progressing in the University campus awaken the interest and the pride of every student. There is a capital field for baseball and football, with a commodious grand-stand for spectators, and excellent tennis courts. The original domain of the University has been greatly enlarged. An artificial lake, recently made, adds beauty to the scene, and affords ample opportunity for skating. Truly, the future never looked brighter, and it seems as if our Alma Mater were on the threshold of a development which will exceed the fondest dreams of her loyal sons.

N. L. ANDREWS.

EBEN E. OLCOTT, '74.

P. DE PEYSTER RICKETTS, '71.

REPRESENTATIVE COLUMBIA MEN.

HENRY RUTGERS MARSHALL, '73.

M ORME WILSON, '82.

COLUMBIA.*

BY RUFORD FRANKLIN, COL. '86.

(*Continued.*)

THE real property belonging at this time to the College consisted of two tracts of land, one in the lower part of the city, the other in the upper. The lower one, embracing property in College Place, Park Place, Murray, Barclay and Greenwich Streets, was the original donation made by Trinity Church, less such portions as it had been found necessary to sell for the purpose of meeting the expenses entailed by removal or in order to realize amounts to be expended in improving the other tract; and this other tract, then in the outskirts of the city, known as the "Elgin tract," or "Botanic Garden," ceded to the College by the State in 1814 in compensation for the loss of certain other property, and which, as we have seen, consisted of a parcel of land bounded on the south by Forty-seventh street, on the east by Fifth Avenue, on the north by Fifty-first Street, and on the west by a line nearly parallel with Sixth Avenue and about one hundred feet distant therefrom. It was intended that this "Botanic Garden" tract should become the new site for the institution, and when, in 1851, a resolution was passed to "lay out building lots, with space for a church and college," that portion of the property lying between Forty-ninth and Fiftieth Streets, between Fifth and Sixth Avenues, was left ungraded, for the purpose of placing there the college buildings. For several years endeavors were made to accomplish the erection on this site of proper and permanent buildings; but the uncertainty as to what could be done with the remainder of the property in order to make it productive of a revenue commensurate with its intrinsic value, and other circumstances which could not be controlled, caused delay—a fortunate happening for the college results, it out, in ultimate results.

This property had for many years brought in only a very small revenue, inadequate to meet even the expenses its possession entailed on the college. The proper disposition of it, in order to make it productive of as large an income as possible, was an undertaking of no small difficulty, not lessened by the fact of the vital importance the matter bore in relation to the future welfare of the college. It was finally laid out in city lots, two hundred and sixty-four in number, which, being leased, bring in now a large ground-rent income. Instead of placing the college buildings on a portion of this tract, as we have seen was originally intended, the proceeds of the sale of some of the downtown property was invested in a piece of ground situated in the immediate vicinity, and the institution located there,—it was supposed, however, as a means of temporary accommodation only. "A variety of proposals had from time to time been made for removal to temporary buildings; but the transfer of a large institution, with its library, apparatus, and necessary paraph-

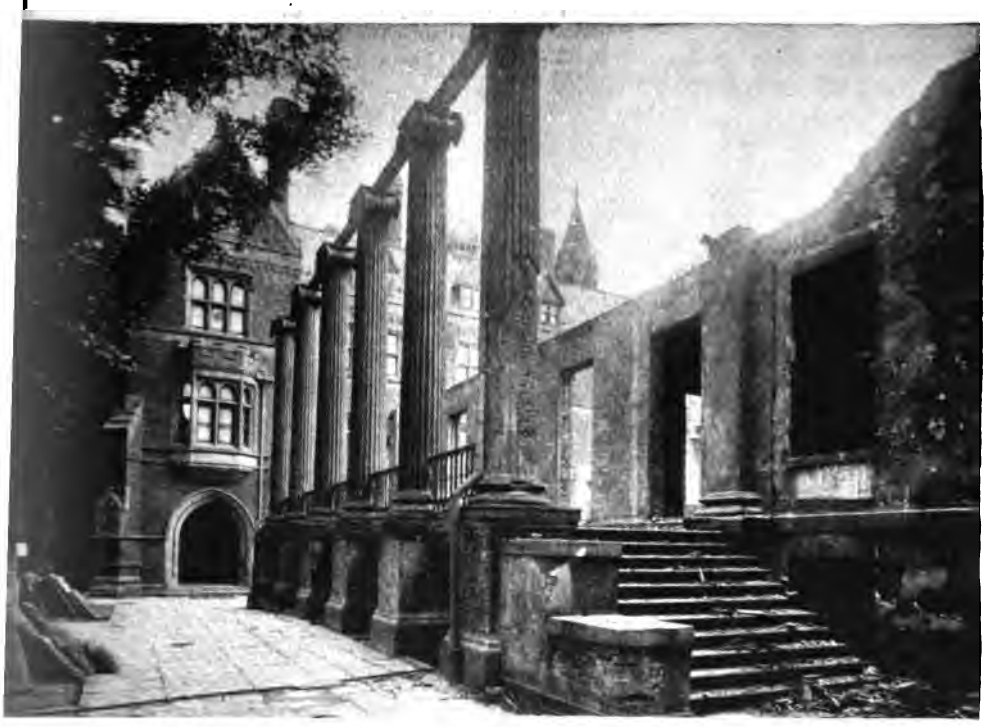
* Begun in December, 1890.

nalia, was no easy matter. This subject might have created a serious embarrassment, had not the offer of the buildings, formerly occupied by the Deaf and Dumb Institution, provided a mode of accommodation, which promised to be both efficacious and economical."

This property of the Deaf and Dumb Asylum is that now occupied by the College, situated between Forty-ninth and Fiftieth Streets and Madison and Fourth Avenues; and the Asylum building thereon seemed to solve a difficult problem by furnishing excellent accommodations for temporary occupation. This building is that since dubbed by irreverent undergraduates, the "Maison de Punk," and has become celebrated for its title if for nothing else. It was built of brick, covered with a half-inch layer of cement marked in imitation of blocks of stone. The cement, becoming soft with age and exposure, and peeling off in places, gave occasion for the imaginative bestowal of the well-known appellation. It occupied a prominent place on the campus, being situated on high ground, on a sort of terrace facing the entrance on Forty-ninth Street; and its "columned portico" has echoed to the tread of many a now well-known man and joyfully vibrated for many years to the stirring chorus of the College cry. The "Maison de Punk" was "temporarily" occupied for thirty-four years, having been in use from 1857 to 1891, during the summer of which latter year it was finally demolished. What was the East Dormitory of the Asylum has been left standing, and continues to be used as the Chapel of the College,—it is to be presumed, temporarily also. The upper floor of this wing was for many years used as the College Library; and the West Dormitory was for some time used as homes for the professors. Recently the building had been used to furnish accommodations for a lunch-room, Superintendent's office and lounging-room, offices for the undergraduate College publications, certain class-rooms, &c.*

The commencement of the collegiate term in the autumn of 1857 found the College installed in its new home; and there it has remained. The Trustees immediately set about to put into operation their broadened scheme of instruction, in accordance with the plan embodied in the statute reported to them in the previous March; which had been modified and altered and finally completed on the sixth of July. It was not possible to carry out in its fulness the plan that had been adopted. The expense occasioned by removal, and the outlay, greater than had been expected or intended, made necessary adequately to establish the College in its new quarters, as well as the expenditure occasioned by regulating the State grant, made prudence and economy in the management

* This building, within whose walls so many an agitated and noisy class-meeting has been held, was the original home of the first Deaf and Dumb Institution established in the United States. It is interesting to note that one of Columbia's most honored sons, De Witt Clinton, always interested in public and benevolent enterprises, was largely instrumental in procuring the passing of the Charter for the Asylum and in the erection of the building destined later to house his Alma Mater. He was the first President of the Board of Directors of the Asylum. The foundations of the building were laid in 1829. The Asylum was removed to its present beautiful home on Washington Heights shortly before the occupation of this property by the College.



FAREWELL TO COLUMBIA'S SECOND HOME.

of the finances a necessity; and consequently part only of what had been contemplated could be put into operation. It was intended to more fully develop the plan as time went on and resources increased; and such would have been the result had encouragement been given. The time, however, was not yet ripe, but the attempts made are of more than passing interest since the course of the College within late years has been largely a realization of the well-considered plan proposed at that time. That plan comprehended a development of the "whole scheme of Collegiate and University studies." By the term "University studies" was intended to be signified graduate work; by "Collegiate studies" was meant the regular work of the undergraduate departments. The plan contemplated the preservation of the "Classical course as at present established for three years; that is, the Freshman, Sophomore and Junior, with adaptation, howevers, to the future studies, both sub-graduate and post-graduate; and a co-ordinate, mainly scientific course, with due regard to classical and ethical instruction, to occupy two years, and a third when the demand shall justify it. These two courses, proceeding in nearly parallel lines, were to meet at the commencement of the Senior year, and the students to be prepared to undertake any of the studies to be thereafter taught."*

* "Report of the Committee on the Course, July 24, 1854." Historical Sketch of Columbia College, compiled by Prof. J. Howard Van Amringe, and printed for the College, 1876.

At the commencement of the Senior or fourth year the studies were to assume a broader scope. Three departments were to be constructed, to be called the Schools of Letters, of Science and of Jurisprudence; the first of which having reference to "general improvement, the two others to specific objects as indicated by their names." On entering the Senior year, each student was to select one of these schools; or if he made no selection, to continue in the School of Letters, the Classical Department. At the end of the Senior year those who had pursued the earlier classical course were to receive the degree of Bachelor of Arts; those who had pursued a scientific course, that of Bachelor of Science. After graduation, the schools were intended to be continued for two years longer. This was the "University" course, and was to be provided for as follows: "Lectures shall be delivered in the college, which shall be conducted in three distinct schools. They shall be open to any person, under such regulations as the trustees may from time to time prescribe. 1. A school is established, called the School of Letters, in which shall be pursued the following studies: Moral and mental philosophy, including an analysis of the moral and intellectual powers; æsthetics, or the principles of taste and art; the history of philosophy; appropriate literature of the Greeks and Romans; oriental and modern languages, as far as possible; comparative philology; ethnology. 2. A school is established, called the School of Science, in which shall be pursued the following studies: Mechanics and physics, astronomy, chemistry and mineralogy, geology and paleontology, engineering, mining and metallurgy, arts of design, history of science, natural history, physical geography. 3. A school is established, called the School of Jurisprudence, in which shall be pursued the following studies: History, political economy, political philosophy, the principles of national and international law, civil and common law, the writings of the Greeks and Romans, and of the modern civilians and jurists, appropriate to the last three subjects. The conjunction of the above three schools shall form the university course. Any person who may enter either of the said schools may receive the degree of Master of Arts, after having pursued for a space of time not less than two years, to the satisfaction of the trustees and faculty, such of the studies thereof, and under such regulations as the trustees may from time to time prescribe. There shall be fellowships, with or without stipends, to be filled by the Board of Trustees, upon such examination, and upon such rules and regulations as may hereafter be prescribed."

RUFORD FRANKLIN.

(*To be continued.*)

COLUMBIA'S UNBEATEN TUG-OF-WAR TEAM.

The Relation of Jurisprudence to Common Affairs of Life.*

An Address delivered at the Opening Session of the Law School of the University of the City of New York, on October 2, 1891.

BY AUSTIN ABBOTT, LL. D., DEAN OF THE LAW SCHOOL.

THIS characteristic of law,—the force actual or potential that is an element in it, explains several questions upon which you hear debate. It explains why law is not co-extensive with Ethics. Some well meaning men who have given more attention to Ethics than to law, say that everything that is wrong ought to be illegal. They overlook the fact that you must attach force to a rule, to make it law, and a rule that is weighted with force, you cannot carry so far as a rule that is voluntary. The force we have in law is the force of sheriffs, deputy sheriffs, policemen with an intermixture of politics. Lies, acts of vicious sensuality, broken promises, are wrongs, but even if it were possible to send a policeman or a deputy sheriff into every household where such a wrong is committed, to do so would turn society to chaos.

The test of the propriety of legislation to promote morality, therefore involves the question whether, in the community under consideration and with such officials as it is practicable to avoid, the offense is such that it ought to and can be substantially suppressed by force without doing as much harm as good.

This characteristic of law explains why lawyers are the most reasonable of men. Other men reason to satisfy themselves. Lawyers' reasoning goes for nothing unless it satisfies others. A philosopher reasons, and judges of his own reasoning. A lawyer reasons, and waits to hear others judge of it. He is compelled by the very nature of his undertaking to consult common sense, to suspect originality. A scholar who entertains peculiar views is apt to cherish them as peculiarly important. A lawyer who has peculiar views knows by that very fact that they are peculiarly unimportant. He learns to make allowance for the variation of his compass. He learns to discount his sanguineness, to distrust his imagination, to verify hypotheses. He must do this, for he has undertaken to reason so cogently with others as to secure the power of the State on the side of his client.

In this double character of law as a combination of force and reason you may see clearly the contrasted meaning of some common expressions. Government is the Force there is in Law. Jurisprudence is the Reasoning of the Law.

The common law consisted chiefly if not wholly of common usage and statutes, and was conceived of as resting on authority, which, if clear, excluded all reasoning to the contrary. Hence we speak of it as common law, but not as common jurisprudence Equity was the inter-

* Begun in November number.

ference of the chancellor, for what appeared to him sufficient reasons, to do justice in a different manner than that provided by the common law: hence it was conceived as founded solely on reasoning; and we speak of equity jurisprudence in contrast to common law. When the expressions equity law, or rules of equity, are used, the reasoning quality of jurisprudence is not emphasized, but rather the conclusions reached.

In its most general sense, then, we may say that jurisprudence is the brains of the law. Force is the weapon of the law.

The inquiry then arises, what is this system of reasoning that has such cogency? What are its premises? What are its processes? Is it a system? Can the power be acquired or cultivated? These are the questions that it is the object of the study of jurisprudence to answer.

But is this the sense in which jurisprudence is generally understood? If so, why are so many lawyers shy of the study of jurisprudence?

I answer that this is the sense in which the word jurisprudence is properly used when used without qualification, and it has generally been thus understood unless some special class or phase of reasoning as to law was indicated. Jurisprudence is the wisdom about justice; it is the system and harmony of the opinions of the courts, the science of legal principles. It is not strange that different men attempting to survey it as a whole have looked at it in different aspects. Some have sought to draw up a complete scheme of jurisprudence by analyzing the mental conceptions which have been formed by well educated lawyers in all civilized countries and ages, and to inquire what are the principles, notions and distinctions common to all. It is plain that this inquiry successfully pursued will be of great interest and the results invaluable. It gives us what we may call a common sense of the law, a view of the law corresponding to that safe and reliable phase of opinion about every day affairs which we call common sense because common to all sensible people. This method of studying the subject is called *Analytical Jurisprudence.*

Another method is by investigating the early history and subsequent growth of law and tracing its principles and usages to their origin. This method, known as *Historical Jurisprudence*, has a fascinating interest, in that it explains more clearly than anything else can do many of our rules of law, particularly those relating to the domestic relations, real property, guardianship, succession and inheritance; and in showing an historical cause for those doctrines, it shows how they inherently fit into our inherited qualities, where we otherwise might see no existing reason.

A third course, often combined with those already mentioned, is to compare different systems of law, particularly the system of different nations or States, for the purpose of observing the differences between their rules, and tracing the causes and the consequences of those differences. This *Comparative Jurisprudence* enables one to understand more clearly his own law; for we always have a clearer idea of a thing after we have compared it carefully with another somewhat but not exactly similar, and have noticed the points of difference. The thing with

which we made the comparison may be one we care nothing for and do not need to remember, but our understanding of our own is enhanced by the discrimination we have made.

These various phases of the study of jurisprudence have attracted the energies of some of the ablest minds of our times. They all bear more or less directly upon the advancement of what we may call *Practical Jurisprudence*, that is to say jurisprudence used as a means of power in the practice of the law.

It is easy to see why many lawyers are shy of jurisprudence. They fear to be misled by mingling with their knowledge of our own law of to-day an intermixture of the law of other States or other times, lest confusion of mind should result, and the sharpness of their ability to care for their clients' interests be impaired.

Now, if all progress were at an end ; if the law was finally settled and finished, and a lawyer had nothing to do but to learn a lot of inflexible rules, and follow them blindly, this shyness of jurisprudence would be good policy. But, on the contrary, the most active part of the law to-day in litigation is the growing part.

The study of Jurisprudence, therefore, broadly considered, includes all those questions which concern the promoting of the general welfare, by force of Judicial power. The sovereign whose power we invoke and seek to guide, is not that of a royalty set over us, but that of our own selves as the people. In the last analysis, the mind to which the lawyer addresses himself is the mind of a people represented by a judiciary largely elective, a people willing to be judged according to precedent so far as precedents are suitable to our present situation, and desirous, so far as precedents are not so suited, to be judged by such rules as are promotive of justice and of individual and social welfare. This shows why our courts are continually reconsidering precedents and readjusting the traditional applications of the law. The law is now growing freely, controlled not by the requirement of a theoretic consistency with the traditions of the past, but by the demand for a practical consistency with the general sense of justice and the welfare of the present day, moderated by a due regard to what has hitherto been declared to be the law. Our courts early decided that such parts of the common law as are not suited to our condition were not binding on us. This doctrine and the immense development of new methods of business, new inventions, new usages, has resulted in the development of American Jurisprudence, a system which I do not hesitate to say is, considering its usefulness in promoting general welfare, as far in advance of the English as our form of Government is in advance of theirs.

It is not necessary here to take time to vindicate our courts against the charge that they practice judicial legislation, nor to enlarge on the advantages accruing to the community from the increasing freedom of judicial reasoning. It is enough now to point out the simple fact, to call your attention to the remarkable extent to which our higher courts are now engaged in settling controversies in the light of our common

knowledge of the affairs of life out of which these controversies arise; questions between employer and employed, between buyer and seller, between landlord and tenant, between principal and agent, between debtor and creditor. They are settling these questions according to the dictates of common sense. A great judge not long since said that "the function of the law is to find a good legal reason for the conclusions of common sense. You will see that this is not an exaggeration, if you will analyze the opinions now being rendered by our courts of last resort.

The analysis of the law we have been considering explains the two-fold character of the lawyer's preparation. He needs knowledge of the law, that is to say the present results of the past. But he needs also ability to take active part in the progress of to-day and to-morrow. It is said that "knowledge is power." This is half true. If you have power, knowledge enhances it. If you have not power, knowledge embarrasses you. Give knowledge to a strong man, and he is the stronger for it. Give it to a weak man, and it makes him timid. If you have a rifle and a revolver, and ability to use them, a keg of powder sets you up. But to a woman who has no fire arms and could not use them if she had, a keg of powder is only a dangerous explosive she would rather be rid of. Young men enter our offices sometimes, bursting with knowledge and the conceit of it. But a little rough contact with affairs reduces the apparent bulk both of knowledge and conceit. The young man had learned the general principles of law, and was able to reason to the great satisfaction of his own mind. But when he tried to satisfy other people's minds he found himself helpless. He had acquired knowledge but not power. In proportion as subsequent development gives him power his knowledge becomes useful.

We therefore invite you, in the course of the law school, to this two-fold task. It is your first duty to know the law, to acquire a firm hold of its general principles, as seen, explained, and developed, in actual application to the controversies of men. It is your next and equally important duty to acquire and develop power to investigate questions of fact and of law, and to reason to the satisfaction of other minds than your own, on questions of evidence, questions of law, and questions of the proper application of law, and questions of the proper procedure. The undergraduate course in all law schools is necessarily given primarily to the first of these objects. In order to promote progress in ability as well as in knowledge during the undergraduate course, we favor, in this school, your connection with an office during that period. The graduate course is chiefly given to those broader studies within the scope of Jurisprudence that best facilitate the development of actual ability at the bar, in applying the results of past jurisprudence to the affairs of the present day, and in dealing with the multitude of disputed questions, of new questions, and old questions with new elements, with which every-day practice confronts us.

To these tasks we invite your persistent attention and your enthusiasm, in the course now before you.

AUSTIN ABBOTT.

The Post-Graduate Medical School.

BY ALFRED E. THAYER, M. D.

EVERY year there are graduated in the larger cities of the Atlantic States classes of medical students whose numbers are a source of astonishment to the public, whose future is a question mark even to themselves. It is not many years ago since it was possible for a man to go through his prescribed two years, or his optional three years, of preparation and obtain a diploma which made his practice thereafter legal, without the need of his having seen one actual patient. It is a pity that we cannot yet say "nous avons changè tout cella," for only last year the writer of this article had occasion to investigate the career of a man who was given a diploma by a medical college not more than a hundred miles from New York, and, so far as could be learned, the recipient had not attended a single school exercise at that institution during the entire twelvemonth. The cure for the evils of the older methods of medical education lies partly in the hands of the community, but especially in the hands of the enlightened and progressive portions of the medical fraternity, and the merits and responsibilities of the questions involved are already clearly understood by many in each class. The public, for its part, demands men of broader general education and of greater experience; that is to say, the public recognizes that the man with a hospital training is naturally more trustworthy in the management of disease than the man whose training has been deficient in this respect; and the medical profession, through its energetic members, is providing greater facilities for study and insisting that those who shall practice must first be shown how to treat patients. Any man can read a medical book; few men can acquire correct ideas of disease from any source but a diseased person; ergo, the attention being devoted to clinical teaching. The title which the medical graduate bears is in itself a demand that before he teach others he be himself thoroughly taught.

But in a large city like New York the hospital positions to be filled are few compared with the number of men who are competent to fill them, and the proportion is alarming when the number of men is considered who need just such training as is obtainable in a hospital. On the other hand, there are certain disadvantages from the student's standpoint in taking a hospital position if he has it in his power to consider it. In all the large hospitals there is an immense amount of mere drudgery which falls to the lot of the younger members of the house staff, which they clearly appreciate as useless to them so far as medical training is concerned, but which they endure with their gaze fixed on the position of house surgeon or house physician ahead of them. After his long course of study in college and the professional

school, many a man feels that he cannot spare the time required to go through a hospital in addition, for that usually means another year and a half before he begins the business of supporting himself and those dependent upon him. If, however, a student has decided to try for a hospital it the end of his third year, he is forced by the artificial system which has grown up in the course of years, to devote the time between such decision and the holding of the examinations to a special line of work under a special teacher, often not connected with his medical school; thus paying for lectures at the school which he is too busy to attend and paying an outsider to teach him the very things which he ought to learn in the school; then, with his nerves all abnormally tuned, he takes his hospital examination, in addition to the one which gave him his diploma, which has for its object only the process of exclusion that allows the holders of the examination to pick out two or three men for the few places which are to be filled. If he passes this ordeal, he may have to go on duty immediately, work for eighteen months as no one knows who has not gone through it, for nothing but the honor of being a hospital man, and during his course in the institution he is more than fortunate if he does not break down a few times from "hospitalism," "hospital sore throat," etc.

If the case is that of a graduate of several years' standing, who wishes to work up one particular subject, the meagreness of the average hospital supply for his particular needs is even more apparent.

To obtain the desired instruction those who could afford the time and expense have gone to the great schools and hospitals of Europe. The best instruction in the continental schools is almost always obtained by private arrangement with the Professor; but he turns the student over to one of his assistants, and his own oversight is merely nominal; here, on the other hand, one deals with principals and not with their deputies. But many can not go abroad; others, who can, do not know where to go to study specialties; others, again, find a foreign language an impediment in the acquisition of wisdom delivered in that language; and, finally, America is the home of certain specialties, and in surgery, gynæcology and applied medicine, we certainly lead the world; it is fitting then, that we should instruct our own students as well as the foreigners, who will more and more come to us for the purpose.

The many sides of this complicated subject have been ably considered, the many difficulties in the way of meeting all the requirements have been largely removed, and many of the eager questioners have been sent away filled and stimulated by the Post-Graduate Medical School of New York, which is now in the tenth year of its successfu operation. At this institution a doctor who lives in the alkali districts of the West and has more eye practice than anything else, can spend six weeks at any time of the year, giving as many hours of the day as he desires to the study of the eye and its diseases, and at the end of that period he has an experience in his specialy which he could have gained in no other way with so little expenditure of time, money and

effort, and which he could have obtained at no other place short of Berlin or Vienna. The same is true of the other specialties, as we shall see farther on.

If, on the other hand, a man has just graduated and feels the need of clinical experience, by taking out a general ticket at this school he accumulates a fund of experience and information such as the large hospitals may or may not give, without suffering the disadvantages found in those institutions.

In other words, the aim of the Post-Graduate Medical School is to instruct from the patient—first, last and always to instruct; and to adapt its instruction to the peculiar needs of men from all parts of the world who have already studied their profession and have more than an idea of the abstract and theoretical parts of the science of medicine, but who need to acquire the more difficult part of the medical education, namely, the art of applying what they have learned. The old-fashioned and inadequate method of imparting such instruction by means of didactic lectures has consequently been wholly given up, and while lectures are still delivered, they are made so intensely practical that it is impossible to avoid learning from them. For instance, in the throat room the lecturer has a patient before him and accompanies his remarks by demonstrating actual disease in the throat of this patient, and then either treats him before the class or hands him over to one of the students, who examines the case in one of the stalls provided for the purpose, and then carries out the treatment suggested. In Vienna, where a great many men go for the purpose of studying the throat, the facilities for such instruction are far from being so complete, and the student must take several courses before he is allowed to treat his cases himself. In surgery there are as many as five or more major operations performed every day by the members of the Faculty, and each is made the subject of instruction; anybody who has seen surgical operations knows the difference between seeing the work done in a large amphitheatre where the details escape his notice because of the crowd of assistants and spectators, and seeing the operation done before a small audience, and at the same time hearing all about the indications for this special operation, the reasons why it is applicable, etc.; and, in short, following out the train of thought which he ought to go through when he meets such a case in his practice, but which he has never learned to think for himself, simply for the reason that such instruction is not given in most medical schools.

Many of the members of the Post-Graduate Faculty hold positions of influence on the staff of some of the other hospitals of the City, and thus the student may supplement the work of the institution by attending clinics at several different places; but while this may be of advantage in certain subjects, it is not necessary, for he obtains all the information he can digest and assimilate at the Post-Graduate.

It is a well known fact in medicine that a man must learn all that he can from books and cases and then, when he comes to the subject of

children's diseases, learn it all over again. The Babies' Ward supplies this need in the fullest manner. During the year upward of three hundred cases are treated and the student has access to the wards at any time. This has an application of the greatest interest to those who are accustomed to take their families to the country every summer and who may need the services of a competent physician for a sick child at any time ; when they find that the only doctor in a village of a few hundred inhabitants in an out of the way place can afford the same care and treatment which are obtainable in New York City, the practical value of the Post Graduate School and its methods and instruction is demonstrated in such a way that the memory of the crisis endures.

Recurring to the needs of the man who wishes to study the eye and its diseases ; it will be seen from the appended schedule that the student can spend twenty hours a week on this one subject by attending the exercises of the School and those held at the Manhattan Eye and Ear Hospital and elsewhere ; the same is true of any other subject ; no time need be lost and all the hours spent in study are eminently profitable.

CLINICS IN DISEASES OF THE EYE AND EAR.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
9—10 A. M.	Dr. Van Fleet.	.....	Dr. Bates. (*Ophthalmoscopy.*)	.....	Dr. Van Fleet.	Dr. Bates. (*Ophthalmoscopy.*)
12—2 P. M.	.....	.....	Dr. Valk. (*N. Y. Dispensary.*)	.....	.....	.....
1.45—2.45 P.M.	Prof. Callan. *N. Y. Eye and Ear Inf.*	.....	Dr. F. D. Skeel. *N. Y. Eye & Ear Inf.*	.....	Prof. Callan. *N. Y. Eye & Ear Inf.*	.....
2—4 P. M.	.....	Prof. Roosa. (*Man. E. & E. Hosp.*)	.....	Prof. Emerson (*Man. E. & E. Hosp.*)	.....	Prof. Emerson. (*Man. E. & E. Hosp.*)
3.45—4.30 P.M.	Dr. Valk.	.....	Prof. Moore.	.....	Dr. Valk.	.....
5.30—6.15 P.M.	Dr. Sheppard	Dr. Fanning.	.....	Dr. Sheppard.	.....	(5—6 P. M.) Dr. Weisner, (*Ophthalmoscopy.*)
8—9 P. M.	.....	.....	.....	Dr. Dreynard. (*Refraction.*) (*Man. E. & E. Hosp.*)	Dr. F. N. Lewis. (*Ophthalmoscopy.* (*Man. E. & E. Hosp.*)	(*Man E. & E. Hosp.*)

The ideal medical instruction is without doubt that given in the clinical lecture where the student is permitted to see, handle, examine and treat the patient, learn the use of special instruments and methods, and, as nearly as possible, reproduce the conditions of actual practice ; and the ideal of clinical instruction is attained where one case is exhausted before another is introduced. It is the aim of the New York Post Graduate to furnish just this, and as a measure of its success let me mention that its attendance has grown four hundred per cent. in the nine years which have passed since its foundation. In view of the various attempts of thinking men to improve medical teaching by securing the enactments of special laws, the endowment of laboratories, the establishment of special hospitals, etc., it is interesting to notice that New

UPPER OPERATING ROOM.

SAMUEL H. PENNINGTON, '25.—Trustee.

WILLIAM HENRY GREEN, '57.—Trustee.

REPRESENTATIVE ALUMNI OF PRINCETON.

THEODORE L. CUYLER, '41.

York has had within its borders an institution which has been furnishing for the last nine years the improved training which is felt to be so necessary, that its methods have received the commendation of so notable an authority in educational matters as President Eliot of Harvard, and that more and more the earnest members of the profession who feel that their education has not kept up with the progress of the science and art of medicine are coming in ever greater numbers from all parts of the world to supply their needs at the centre of everything good for the United States and attending the classes at the New York Post Graduate Medical School. It is interesting to run over the names in the catalogue and see where the students come from. Taking any one letter, for instance B, we find that the students under that letter represent twenty-three states and territories, including Manitoba and Australia. When each one returns to his own town after studying here, he carries with him a new ideal of medicine and medical training, which, with his newly acquired powers of diagnosis and treatment, will go far to make him a centre light for his particular community.

Feeling thus that the existence of the Post Graduate Medical School in the City of New York is an honor to the men who have founded and developed it, no less than to the place where it is, and to the cause of education, the writer, through the UNIVERSITY MAGAZINE, takes pleasure in bringing this inadequate notice of its aims and success before its readers. A. E. THAYER.

PRINCETON SKETCHES.—III.

The Revolution.

PRES. SAMUEL WITHERSPOON.

Nor shall these angry tumults here subside,
Nor murders cease, through all these provinces,
'Till foreign crowns have vanished from our view
And dazzle here no more,—no more presume
To awe the spirit of fair Liberty;
Vengeance must cut the thread.

—*Freneau.*

THE college had not been settled in its new home a year when it was saddened by the death of President Burr. For the next decade a singular fatality seemed tc hang over this office. In rapid succession the illustrious names of Jonathan Edwards, Samuel Davies and Samuel Finley were written on the roll of our Presidents, until in 1768 Dr. John Witherspoon, the great War President, was called to the chair.

It scarcely needed the presence and example of so distinguished a Son of Liberty to arouse the enthusiasm of the student body in the

great conflict which was rapidly coming to a crisis. Newsletters and the little weekly papers of the neighboring cities were eagerly read. Scarcely a day but some traveler climbed down from a dusty coach with new stories of oppressive measures in Boston or patriotic resolutions passed by the Burgesses of Virginia. The little band of patriots in Nassau Hall were true to the inspiration of that name. We catch glimpses of excited discussions around the great log fires of the inns, and fiery orations in the newly organized debating societies. Occasionally more positive demonstrations were indulged in.

In July, 1770, when the news came that the merchants of New York had broken through their resolutions not to import, there was great indignation at Princeton. A solemn procession was formed. The students, clad in black gowns, assembled in the centre of the college yard, and there, with fitting ceremonies, the bell tolling, they burned the letter which asked the merchants of Philadelphia to concur in the action of New York. All the students in this patriotic assembly, we are informed, were clad in American cloth. Among their number were a score of men who were to rise to distinguished positions in the State. That little group of about a hundred undergraduates sent four men to the Continental Congress, two to the Constitutional Convention and eleven to the Federal Congress. It contained five distinguished Judges, four Governors of States, one Attorney-General, a Vice-President and a President of the United States.

During this period Philip Freneau had begun to write those Poems of the Revolution, which made his name a household word through the years of that struggle. On the commencement stage of 1771, he joined with Hugh Brackenridge in a poetic dialogue on "The Rising Glory of America." No less than sixteen of the poems published in his own edition of 1795, were written while in college. Freneau was a class-mate and close friend of Madison, and down to the time of his death in 1832, was accustomed to entertain his friends with stories of their college life, which, unfortunately, have not been preserved.

In January, 1774, there was another patriotic outbreak. It was the time when Governor Hutchinson, of Massachusetts, was making his unenviable reputation, and fighting the battles of tea with Boston. A raid was made on the steward's quarters, and his entire winter's store of tea carried off to the campus. "We there burned near a dozen pounds, tolled the bell, and made many spirited resolves." The effigy of Mr. Hutchinson, a canister about his neck, burned merrily with the tea.

It would require a large number of volumes to record the deeds of Princeton men during the war. Two of her graduates and three of her officers signed the immortal Declaration, nine of the fifteen college graduates in the Constitutional Convention owed allegiance to Nassau Hall, and even a catalogue of her sons who brought honor to her name in field and forum would become tedious.

One staunch and rugged figure, however, stands out so prominently and with so striking a personality that he has identified himself inseper-

ably with the history of his country and his college. Six feet tall and splendidly proportioned, he is said to have been second only to Washington in bearing and presence. His portrait in Nassau Hall shows a face with strongly marked features, a massive chin, a broad forehead, and an eye full of fire and decision. John Witherspoon joined in the first call for a Provincial Congress of New Jersey, and took an active part in preparing her republican constitution. In June, 1776, he was sent as a delegate to the Continental Congress, where he championed the then doubtful cause of independence. When a timid member suggested to him that the colonies were not yet ripe for that step, he answered with that characteristic Scotch vigor: "In my judgment, sir, we are not only ripe, but rotting."

When the Declaration was under debate, and the House was hesitating, Dr. Witherspoon arose, and, in the words of an eye-witness, "cast on the assembly a look of inexpressible interest and unconquerable determination, while on his visage the hue of age was lost in the flush of burning patriotism that fired his cheek." He closed his appeal with these words:

PRES. JONATHAN EDWARDS.

"For my own part, of property I have some, of reputation more. That reputation is staked, that property is pledged on the issue of this contest; and although these gray hairs must soon descend into the sepulchre, I would infinitely rather that they descend thither by the hand of the executioner than desert at this crisis the sacred cause of my country."

An incident which occurred a few weeks after the Declaration was published, shows how President Witherspoon's services to Liberty were recognized, both by friends and foes. The British troops of Staten Island arranged a little *auto-da-fé*. Effigies of the three Generals, Washington, Lee and Putnam, were planted in a row, and before them the commanding figure of the venerable Doctor, who was represented as reading an address to his compatriots. The soldiers crowded around to enjoy the *rigor mortis* of the unfortunate gentlemen, and found great satisfaction in hurling imprecations at "*the rebels*," as they suffered the agonies of translation.

The central position of Princeton, and the bold stand taken by the cluster of influential men residing here, drew upon the devoted village more than her share of attention from the enemy.

For three years after the opening of hostilities, no commencements were held. The few students who remained to pursue their studies were voted their degrees at meetings of the Board of Trustees, held as opportunity offered. The President, with other officers of the college, were engrossed in public services, and a large number of students were fighting in the ranks. At one time the number of undergraduates was reduced to ten. New Jersey was a battle ground, and as the tide of war swept back and forth along the old highway, Nassau Hall afforded barrack-room, first for one army and then the other. There was never a time, however, when some members of the Faculty were not engaged in giving instruction to those who remained, and on each succeeding year a few degrees were conferred.

On the first of January, 1777, a brigade of Hessian troops arrived at Princeton, and were quartered in the church and college. The recitation rooms in the basement were used to stable the horses, and the benches carried upstairs for firewood.

Early on the morning of the third, the column set out to join Cornwallis at Trenton. The American army, shut in by the Delaware, was to be crushed that day, and the war ended. The whole world knows how Washington, leaving his camp-fires burning to deceive the enemy, swept around his flank, and fell upon the brigade at Princeton.

The first regiment of the Hessians had reached Stony Brook by the lower road, when they encountered in the grey dawn the troops of General Mercer, who had come to destroy the bridge and hinder a pursuit by Cornwallis. A sharp contest, and the enemy were driven back through the town to the college. The main column of Washington's army found the rest of the brigade drawn up along the ridge just west of the seminary grounds. They did not await the attack, however, but retreated to Nassau Hall, where they barricaded the doors and broke out windows, in preparation for defense. They made no serious stand, however, but on Washington's advance, broke into open retreat. Some cannon shots fired by the Americans left marks on the walls which can still be seen, and one ball, entering the chapel window, crashed through a full-length portrait of George II., removing his majesty's head. Washington hurried on to Morristown, where he went into winter quarters, but the sick and wounded were left at Princeton, and Nassau Hall was used as a hospital for six or eight months. In the desperate fighting at Stony Brook, General Mercer fell, mortally wounded. The old Hale house is still standing on the battlefield, and the curious visitor can still see the bullet marks on the woodwork and the room in which General Mercer died. The battle left us a legacy, two British cannon, both of which have had an eventful history, and one of which has become the great totem of the college.

When the enemy finally left New Jersey, the college was a complete wreck. Every accessible piece of wood, even to the flooring, had been used as firewood. All the ornaments, collections and scientific apparatus were completely destroyed. The library was burned or carried off, and

years afterwards some of its volumes were found in North Carolina, where they had been left by soldiers in Cornwallis's army. The trustees at once took steps to repair the ruins, but the funds had fallen, and so late as 1782 only a few rooms in the basement and one or two above were fit to use. The rest of the building remained ruinous and tenantless. The Marquis de Chastellux, visiting Princeton about this time, found only forty students enrolled.

The commencement of 1783 was a notable event in the history of the college, and heralded the advent of a brighter era. Congress was then holding its sessions in the Library room of Nassau Hall, and as a courtesy to their President, who was a Trustee, and to the college which had placed its rooms at their disposal, the delegates resolved to adjourn and attend commencement in a body. An extended stage was erected in the church to accommodate the distinguished guests. On it were seated the Trustees and the graduating class, the whole of the Congress, the Ministers of France and Holland, and the Commander-in-Chief of the American Army. Ashbell Green, afterwards President of the College, was Valedictorian. He closed his oration with an address to George Washington, which seems to have sustained Princeton's reputation for effective eloquence. The General, with characteristic modesty, blushed deeply, and, meeting the orator next day, congratulated him in such flattering terms, that the Valedictorian was put to the blush himself.

At this time General Washington begged the honor of presenting the College with fifty guineas. The Trustees accepted the gift, and voted to expend it in a portrait of the General, to be painted by Peale, of Philadelphia. The picture is full length, and represents the battle of Princeton in the background. It still hangs in the room where Congress met, adorning the frame which was occupied by George II., before that gentleman, in the excitement of the moment, lost his head at the Battle of Princeton.

The closing years of Dr. Witherspoon's administration were devoted to those prosaic labors which repair the ravages of war. The minutes of the Board of Trustees are full of orders for restoring the buildings and schemes for filling the empty treasury. The venerable President retired to Tusculum, his country place, and found a partial relief from ceaseless activity in enjoying to some extent, to use his own phrase, a life of *otium cum dignitate.*

No place in America is more charged with memories of the Reqolution than Princeton. The houses which the heroes of that struggle honored by their presence are still pointed out. Every entering student must go over the battle-field and see just where the war for American independence was decided. The mossy stones of the ancient burying ground bear names made familiar by the great struggle. The old cannon speak of the days when they knew the smell of powder, and Old North, second only in the wealth of its associations to Independence Hall, seems to look out from every antique window with a consciousness

of its dignity and service in a former day. Is it not strange that with such an atmosphere and such traditions, Princeton men have learned to consider the claims of their country, and have for a century distinguished themselves in her service?

GEO. R. WALLACE.

THE UNIVERSITY OF PENNSYLVANIA.

FIRST BUILDINGS OF THE UNIVERSITY OF PENNSYLVANIA.

The Founding of a College.

E. W. MUMFORD, CLASS OF '89.

THE year 1735 should be marked with a red star in the history of Pennsylvania, as the year of the formation of the "Junto." For from that collection of rare citizens sprang some of the best institutions of Philadelphia, among them the American Philosophical Society. the Pennsylvania Hospital, the Philadelphia Library, and the College and Academy of Philadelphia, now the University of Pennsylvania.

Benjamin Franklin, the founder and ruling spirit of the Junto, was pre-eminently the one to whom the Academy owed its birth. As early as 1743 he realized the need for a school founded upon a much broader basis than any existing at the time, and even drew up an outline for such a school; the plan failing only because the right man for head master could not be found, and "King George's War" prevented further action. But Franklin was one who could work and wait, and six years later the opportunity came. In 1749 he published his *Proposals Relative* to the *Education of Youth in Pennsylvania*, formed a board of twenty-four trustees, all prominent men in the community, and opened a subscription list to raise the necessary endowment.

The *Proposals*, as they appear in the collections of Franklin's works, seem admirable even now; in many points modern educational methods have not advanced beyond them. Their fundamental idea was the establishment of a system of liberal education which should be of practical

value. "The things most useful," was Franklin's phrase. Hence he laid especial stress upon the English language, and the sciences. Writing, drawing, arithmetic, accounts, geometry, and astronomy, were to have a prominent place, together with mechanics and natural history, which was to be taught largely from nature itself. History was to be the means of conveying a knowledge of geography, chronology, ancient customs, and morality. The languages were far from being neglected, but were given nothing like the prominence usual at the time, and the chief insistence, as Franklin himself pointed out later, was upon the English and allied branches. One paragraph in the pamphlet should have an extraordinary interest for the modern college world. *The Academy was to be near a river*, and to keep the students in health, and render active their bodies, they were to be frequently exercised in running, leaping, wrestling, and swimming. Need any college athletic association look further for its patron saint?

It is not to be supposed, from the immediate public interest awakened by these *Proposals*, that there were at the time no educational facilities whatever in the community. There were schools already in operation, some of them planted by the early Swedes, and others by the later Germans, for their own children. The Friend's School chartered in 1689 by Wm. Penn, which exists to the present day, was then quite prosperous. But the pressing need was for an English school, of broad foundation and high standing, which should at the same time be non-sectarian, and should train not scholars alone, but business men and good citizens. This it is important to note, for the college which grew out of the movement bore the stamp of this common opinion, and was the first College in America founded with a wider scope than the mere training of candidates for the ministry.

The public need for the Academy was shown even more practically when the subscription books were opened; apparently there was no great difficulty in raising the money necessary to purchase a building and get the scheme well started. Then the City Council was called in for its aid in this public undertaking, probably with some assurance of success, as eighteen of its members were Trustees of the Academy. The petition is interesting as stating the benefits to accrue to the community through the establishment of the proposed Academy and charity school. These were set forth as follows: 1st, The youth of Pennsylvania were to receive an education at home, instead of abroad, to the improving of their own morals, and the country's purse. 2d, A number of natives would be qualified to serve as magistrates, and execute other offices of public trust, "there being at present great want of persons so qualified in the several counties of this province." (Is this the earliest recorded note of civil service reform?) 3d, A number of the "poorer sort" were to be qualified to act as rural schoolmasters, of which there was seemingly a woeful lack; and 4th, it was thought that a good school in Philadelphia, a healthy place, where provisions were plenty, would draw

many scholars from surrounding provinces, which should tend powerfully to stimulate the business of the local traders.

Whether this last shrewd suggestion had its weight with the worthy burghers we need not inquire. Suffice it to note that after due consideration of the petition the Council agreed to give £200 in cash toward erecting and supporting the academy and school and also £100 annually for five years, with the right to send one pupil a year from the Charity School to the Academy. These sums, added to the money raised by subscription in the province and abroad, made an endowment of nearly £2000, equal to about $40,000 at the present time. A building had been already secured for the schools, on the east side of Fourth street, below Mulberry (now Arch). This was the "New Building," put up to accommodate the large congregations which thronged to hear the celebrated Whitefield whenever he came to the province. The association (although Franklin was a member), failed, chiefly because of the infrequency of Whitefield's visits. Extensive alterations were required to fit the building for its new use, but the work was pushed rapidly, and a public announcement of the opening of the school was made in December, 1749. On the eighth day of January, 1751, the doors of the Academy were thrown open with appropriate ceremonies.

Students flocked to the new institution at once. Franklin tells us that in September, 1751, there were over one hundred, each paying a twenty shilling matriculation fee and £4 a year—about one hundred dollars. The Academy consisted of three parts, the Latin, the Mathematical and the English School. Of the charity school, for both boys and girls, which was opened not long afterwards, it is not necessary to say more than that it was continued successfully for one hundred and twenty seven years, being finally abolished in 1877. The first Rector of the Academy was David Martin, who was also Master of Greek and Latin, and received a salary of £200. David J. Dove (tradition whispers that it was a misnomer), who was Master of English, received £150, and the Master of Mathematics, Theophilus Grew, £125 a year. In addition, there was a Professor of Languages, Paul Jackson, and also three tutors, or ushers, who were paid £80 a year. One of these, Charles Thompson, afterwards filled, with honor, the delicate and important post of Secretary to the Continental Congress, and, as such, placed his attest upon the Declaration of Independence.

The instruction given in the Schools of the Academy was no doubt of an elementary sort, though fully equal to the demands of the community. Following closely Franklin's *Proposals*, the first prospectus announced courses in "Latin, Greek, English and French and German languages, together with History, Geography, Chronology, Logic and Rhetoric; also Writing, Arithmetic, Merchants' Accounts, Geometry, Algebra, Surveying, Gauging, Navigation, Astronomy, Drawing in Perspective and other Mathematical Sciences, with Natural and Mechanic Philosophy," etc. But while Mr. Martin and his successor as

Rector, Mr. Alison, seem to have been quite successful, the Trustees were not content. For from the outset it had been planned that as soon as possible the Academy should develop into a regular college, granting baccalaureate degrees, and the Trustees were therefore anxious to secure as Rector a man of sufficient power to make this development possible. Dr. Samuel Johnson, the celebrated Connecticut divine, was the man chosen, and his correspondence with Franklin and Peters, who acted for the Trustees, extends from August, 1750, to July, 1752, when he finally declined the Rectorship. Ill health and advanced age were the reasons he gave, but there may have been others. Even before 1750 we know from his letters of his interest in a new college to be established in New York, and when King's College (now Columbia), was opened in 1752 Dr. Johnson appeared as its head. There is a curious extract from a letter (1754), of Thomas Penn, Proprietary of Pennsylvania, to the effect that the people of New York, knowing of the overtures from Franklin, persuaded Dr. Johnson to accept the Presidency of King's College, with the argument that "they hope to draw pupils even from Philadelphia, and that they regard the Philadelphia Academy as a school to fit boys for them."

It may have been Dr. Johnson who recommended to the Academy Trustees the Rev. William Smith, whom he had known intimately in New York. This gentleman had written a "Philosophical Meditation for the Use of Students in Philosophy," which was appended to Dr. Johnson's work on Ethics, and also published, in April, 1753, "A General Idea of the College of Mirania." This latter, an ideal sketch for the proposed college in New York, was sent to Franklin and Peters, and at once struck them as a feasible plan. The result was that, on May 25th, the Trustees signified their wish that Mr. William Smith, a gentleman lately arrived from London, should be entertained for some time upon Trial, to teach Natural Philosophy, Logic, etc., in case he will undertake the same. Mr. Smith went to England shortly after this to take orders, but returned to Philadelphia, May 22nd, 1754, and at once commenced to teach classes in philosophy, ethics and rhetoric.

Meanwhile the Academy had continued very prosperously. In a letter to Thomas Penn, in 1753, Mr. Peters speaks of the schools as then "in great repute, having sixty-five boys from the neighboring colonies." In July, of the same year, the Trustees obtained a charter of incorporation from the proprietaries, the Penns, who were always well disposed toward the Academy, and gave to it, at different times, lands and money to the amount of £3,000. Under the Rev. Mr. Smith, the higher classes in philosophy now advanced so rapidly that they were soon really entitled by their proficiency to a collegiate degree. Accordingly, the Trustees proceeded to complete their original plan by applying for an additional charter, by which they should have the power to confer degrees and appoint professors in the various branches of the arts and sciences.

This new charter was duly granted on May 14th, 1755. By it the title of the corporation was changed to "The Trustees of the College, Academy, and Charitable School of Philadelphia, in Pennsylvania."

The professors were constituted under them into one faculty, by the name of "The Provost, Vice-Provost, and Professors of the College and Academy of Philadelphia," and a form of joint government was agreed upon. The Rev. William Smith became the first Provost; displayed throughout his long term of service an extraordinary zeal, an unwearied devotion, and a wonderful capacity and skill, for which the present University of Pennsylvania cannot be too grateful.

E. W. MUMFORD.

University Clubs in the United States.

Corrections and additions are solicited.

The University Club, 32 East 26th street, New York City.
The Harvard Club, 11 West 22d street, New York City.
The Princeton Club, of New York, P. O. Box 2,090, New York City
The Nassau Club, Princeton, New Jersey.
The University Club, Philadelphia, Penn.
The University Club, Chicago, Ill.
The University Club, St. Louis, Mo.
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College Affiliations of the Members of the University Club, N. Y. City.

NON-RESIDENT MEMBERS.

R.

Randolph, John C. F.....C., '69—Nov. 8, 1881—Mauch Chunk, Pa.—M. E.—Z. Ψ.

Ransom, Warren A., Jr...Y., '78—April 4, 1888—46 Beaver St., N. Y.—A. B.

Reid, Whitelaw.....Dart., '73 (hon.)—May 10, 1879—Tribune Building, N. Y.—A. M.

Richardson, William L...H., '64—July 16, 1879—Boston, Mass.—A. M., M. D.

Richmond, Howard.....B., '69—May 10, 1879—Providence, R. I.—Z. Ψ.

Ricketson, John H.....H., '59—Jan. 7, 1880—Pittsburg, Pa.—A. M

Ripley, Alfred L.....Y., '78—Nov. 4, 1885—Andover, Mass.—A. —D. K. E., Scroll and Key.

Ripley, Edward H.....U., '62—March 22, 1881—Rutland, Vt.—A. B.—Ψ. Υ.

Robbins, Edward D.....Y., '74—Jan. 7, 1885—Hartford, Conn.—B. A., LL. B.—D. K. E., Skull and Bones.

Robert, Albert W.....Y., '83—Jan. 5, 1887—"Union Club"—Ph. B. —Book and Snake.

Rogers, Henry T.....Y., '66—Oct. 5, 1887—Cold Spring, Col.—A. M.

Rollins, Edward W.....M. I. T., '71—Oct. 5, 1887—Denver, Col.—E. M., S. B.

Ropes, John C.....H., '57—May 4, 1881—Boston, Mass.—LL. B. —A. D.
Rotch, Arthur.....H., '71—Oct. 6, 1886—Boston, Mass.—A. B.—D. K. E., Hasty Pudding, O. K.
Rumrill, James A.....H., '59—May 10, 1879—Springfield, Mass.—A. B.
Rumsey, Lawrence D.....H., '72—June 5, 1884—Buffalo, N. Y.—A. B. —D. K. E.
Russell, Edward B.....H., '72—Oct. 6, 1886—Boston, Mass.—A. B.
Ryerson, Arthur.....Y., '71—Chicago, Ill—March 31, 1880—A. M., LL. B.

S.

Sackett, Frederick M.....B., '61—May 4, 1881—Providence, R. I.—A. B. —Ψ. Υ.
Sage, Dean.....Albany Law Sch., '61—Nov. 17, 1879—Albany, N. Y.—LL. B.—Ψ. Υ.
Sage, Wm. H.....Col, '71—Sept. 15, 1879—Ithaca, N.Y.—LL. B., A. M.—Ψ. Υ.
Sampson, Alden .....H., '76—May 27, 1880—Boston, Mass.—A. M.
Sanford, John.....Y., '72—June 24, 1879—Amsterdam, N. Y.—A. B.—Ψ. Υ., Wolf's Head.
Sanger, William Cary.....H., '74—Feb. 10, 1880—52 Wall St., N. Y.—A. M., LL. B.—Ψ. Υ.
Sargent, Joseph.....H., '70—Apr. 1, 1886—Boston, Mass.—A. B.
Sargent, Lucius Manlius..H., '70—Mar. 3, 1886—Boston, Mass.—A. B., LL. B.
Sawyer, George Pliny....Y., '72—Nov. 2, 1887—Buffalo, N. Y.—A. B.—D. K. E.
Scaife, Lauriston L.....Y., '70—Oct. 4, 1882—Boston, Mass.—A. M.—Δ. Δ. Φ.
Schoyer, Solomon, Jr.....Allegh. Col., '50—Feb. 6, 1884—Pittsburgh, Pa.—A. B., A. M.
Scott, James P.....H., '71—Sept. 9, 1880—Philadelphia, Pa.—A. B.
Sharpe, Severyn B.....Y., '79—Mar. 5, 1884—Kingston, N. Y.—A. B. —Scroll and Key.
Shaw, Robert G. .....H., '69—March 7, 1883—Boston, Mass.—A. M.
Sheafe, William.....H., '79—Jan. 6, 1886—Boston, Mass.—A. B.—A. D., Hasty Pudding.
Sheffield, George St. John.Y., '63—May 10, 1879—Boston, Mass.—A. M.—D. K. E., Skull and Bones.
Sheldon, Edwin B.....Racine, '79—June 4, 1890—Chicago, Ill.—A. M.
Shepard, Edward M.. ...W, '78—June 23, 1879—Attleboro, Mass.—M. A.—Δ. Δ. Φ.

Hon. John Willoch Noble, who received the degree of LL. D. at the last commencement at Yale in June, was born at Lancaster, Ohio, October 26th, 1831, and entered Miami University, where he was a college mate of President Harrison. The friendship there formed gave rise to that confidence in his ability which led the President to select him for his Secretary of the Interior. Leaving Miami where he joined *B. Θ. T.*, he entered the Junior Class and was graduated at Yale in 1851; a prize-man and Yale "*Lit*" editor; studied law with Attorney-General Stanberry and attained considerable prominence in that profession. Enlisting in the 3rd Iowa as a private, he was mustered out a brigadier-general, became United States District Attorney of St. Louis, and later, Secretary of the Interior as aforesaid. While in active service he was Judge Advocate of the Army of the Southwest, and participated in many battles.

Charles Lewis Colby, who was this year awarded the honarary degree of A. M. by Brown University, is the son of the late Gardner Colby, enricher of Colby University, Waterville, Maine. He was graduated at Brown in 1858 with the degree of B. P.; is a member of *A. Δ. Φ.*, and one of the incorporators of its club in this city. His name is also on the roll of the Union League, University and Metropolitan clubs and of the American Society of Civil Engineers. In politics Mr. Colby is a firm Republican. He is a trustee of Brown and Colby Universities, Chairman of the Executive Committee of the Northern Pacific Railroad, President Penokee and Gogebic Consolidated Mines, Director of the Farmers' Loan and Trust Company and of the Mercantile National Bank.

Hon. Hamilton Harris, born at Preble, N. Y., May 1st, 1820, educated at Homer Academy and Union College, graduating with honors in 1841, studied law with his brother, Hon. Ira Harris; admitted to the Albany bar in 1845; he was at different times in partnership with Judge Van Vorst, Hon. Samuel J. Courtney, Hon. Clark B. Cochrane and Hon. John H. Reynolds. From '53 to '57, was District Attorney of Albany County after having served one or more terms in the Assembly; was Chairman of the Republican State Committee from 1864-70; President of the Capitol Commissioners, 1865-75; State Senator, 1875-79, refusing a re-nomination; Regent of the University of the State of New York, 1885 to the present; a man of highly trained mind, a good lawyer and fine orator and a statesman of no mean order. He received the degree of LL. D. from at its last commencement. In college he was a member of Psi Upsilon and Valedictorian.

Joseph Henry Allen, who this year received the degree of D. D. from Harvard, is not unknown in college circles. He graduated from Harvard College in 1840, and from the Divinity School in 1843; he was, until 1866, in charge of various Unitarian churches; for twelve years he was connected with the *Christian Examiner*, and upon its discontinuance in 1869 was engaged in private tuition and in editing the "Allen & Greenough Classical Series." Since then he has been lecturer in Ecclesiastical History in Harvard College, held a professional position in Ithaca, N. Y., and has been since 1877 editor of the *Unitarian Review*.

HAMILTON HARRIS, LL. D.—From Union.

JOHN W. NOBLE, LL. D.—From Yale.

DISTINGUISHED RECIPIENTS OF HONORARY DEGREES IN 1891.

CHAS. L. COLBY, M. A.—From Brown.

JOSEPH H. ALLEN, D. D.—From Harvard.

JOHN B. IRELAND, '41.

REPRESENTATIVE ALUMNI OF THE N. Y. UNIVERSITY.

FREDERICK W. GEISSENHAINER, '41.

The University of the City of New York.

A HISTORY.

BY GEORGE A MACDONALD, B. S., N. Y. U., '91 ; LAW, '92.

"TO complete the studies commenced in the colleges and to diffuse knowledge," the University of the City of New York was founded. It has been the good fortune of the institution to have in its Council and in its faculties, at every period of its existence, men who were impressed with the full significance of these words. Hence it is that the history of the University of New York is to a large extent the history of the intellectual life of the City of New York. Hence it is that merely to recount the names of those who have served as instructors in her faculties, would be to indicate in crude outline the progress of the nation in science and in the arts. It is my purpose in the present series of articles, to give an historical sketch of the University, and to glance at the possibilities for increased usefulness when the hopes of its officers and friends shall be realized, by placing it upon a large financial foundation and by building thereon the as-yet-unrealized ideal university of the Nineteenth Century.

The New York University is unique among all the educational foundations begun before the middle of the present century, in this respect; that its founders drew a plan for its organization upon the widest university pattern. This plan appears in the discussions of a notable conference held in New York City during the month of October, 1830. The records of the meeting were published in a volume of about three hundred pages under the title: "Journal of the proceedings "of the Convention of Literary and Scientific Gentlemen, held in the "Common Council Chamber of the City of New York, October, 1830." The volume begins with the call for the meeting signed by James M. Matthews, Albert Gallatin, and others. They say that citizens of New York have been planning the establishment of a university, and wish the benefit of the views of men representing American liberal education. They promise the presence at the conference of distinguished scholars, educated in European universities. At this meeting were represented Yale, Princeton, Pennsylvania University, and five or six smaller colleges. Among those present were Albert Gallatin, who became the first president of the university corporation; Professor Lieber, Jared Sparks of Boston, Dr. Hodge of Princeton, Dr. Gallaudet of Hartford, and Theodore D. Woolsey of Yale, with some three or four foreign guests. This ecumenical council of education gave impulse to the organization of the New York University upon an ecumenical plan. In accordance with this plan the founders established two divisions in Arts and Science, corresponding to what are now known as graduate and undergraduate courses. Referring to these divisions the statutes say: "The first shall comprise professorships for instruction in the "higher branches of Literature and Science, which shall be increased "according to the progress of discovery, the wants of the community

THE UNIVERSITY OF THE CITY OF NEW YORK.

"and the financial means of the University. The second shall embrace "what is usually deemed a full course of Classical, Philosophical and "Mathematical Institution, and also a complete course of English "Literature."

Whatever advanced position, then, the New York University may seek to take, she can hardly hope to go beyond the ideal portrayed by the men of sixty years ago. This ideal, however, as we shall see, was drawn at least half a century too soon for realization.

The three-score years of the University history may fairly be divided into four periods. The first eight years show an endeavor to found a University of Arts and Science upon the broad pattern indicated above. Neither the endowment necessary for its accomplishment nor the students calling for graduate training were secured. The second period extends from the accession of Chancellor Frelinghuysen, in 1830 to the close of the war, an interval of about twenty-five years, when the Arts and Science department was content to be a respectable college after the usual American pattern. Though of limited resources, it was in most respects quite as well equipped for useful service as were any of the American colleges at that day.

The third period, from the time of the war down to the last decade, comprises about twenty years, when, although the college did not absolutely retrograde, it failed to take advance steps by the side of its neighbors. There was in this period no executive officer devoting his time and energy to the advancement of the University.

Half a century had come and gone, and still the dream of the founders had not been brought to pass. The college had been doing splendid work. No college with so limited an endowment ever did better work. Its graduates had been winning fame and recognition in the various walks of active life; while the achievements of its professors in the realm of natural science and the arts had given a glory, not merely to the University, but to the nation. But still the prophecies of the founders were unfulfilled. Their plans for an ideal university, with all the word implies, had been drawn half a century too soon for realization. The people were not as yet prepared. Most of us do not realize the change that has been wrought in the people of the United States since the close of the Civil War, in their mode of life, their tastes, their aspirations. When the University was founded, not fifty years had gone by since the close of the Revolution. We were still pioneers wrestling with the hardships of an untamed continent. We were engaged in building towns, in constructing roads, in laying foundations for a mighty commerce. The sentiment of the people did not tend toward higher education, and so the men of wealth in this city, on whose public spirit and liberality the founders had relied for the support of the new university, were for the most part indifferent to the welfare of the institution.

Since that period art and education have found favor among us. The training of the college and university is no more to be monopolized by the sons of the rich. The public prints give large attention to the

every day life at the colleges. Scientists and educators have arisen among us. Their labors are liberally rewarded.

It was under the impulse of this general intellectual awakening in America that the reorganization of the New York University management took place in 1883. It began with the amendment of the Charter so as to abolish the connection of the University with the City government, and all recognition of denominational features in the corporation. The body of stockholders was also eliminated, making the corporation itself the one stockholder. Other beneficial changes were made, but above and before all in importance was the election in 1884 of the present executive officer, Chancellor Henry M. MacCracken.

From this year may be dated the new university period. Unheralded by the public press, with no imposing ceremonial of inauguration, the Vice-Chancellor entered upon his work. He was experienced as an educator. He had been trained at the principal seats of learning in this country and in Europe. He had radical ideas concerning the university problem in America, and matured plans as to the execution of those ideas. But in each step he was conservative. He did not begin by creating discord in the ranks of faculty and alumni. Where there was in 1884 one well-wisher of the University, there are to-day a hundred enthusiastic friends. Under his administration there has been a growing identification of the interests of all the departments, and faculties. The Law School has become a real school of jurisprudence, presided over by one of the most eminent legal scholars America has produced. The Graduate Department now enrolls over 100 students, representing fifty colleges, including Columbia, Princeton, Harvard and Yale. It offers 33 courses in advanced work. The School of Pedagogy has now 5 professors and lecturers and enrolls more than 250 teachers. In all there has been a rapid advance toward the ideal that was in the minds of the founders two generations ago. GEORGE A. MACDONALD.

(*To be continued.*)

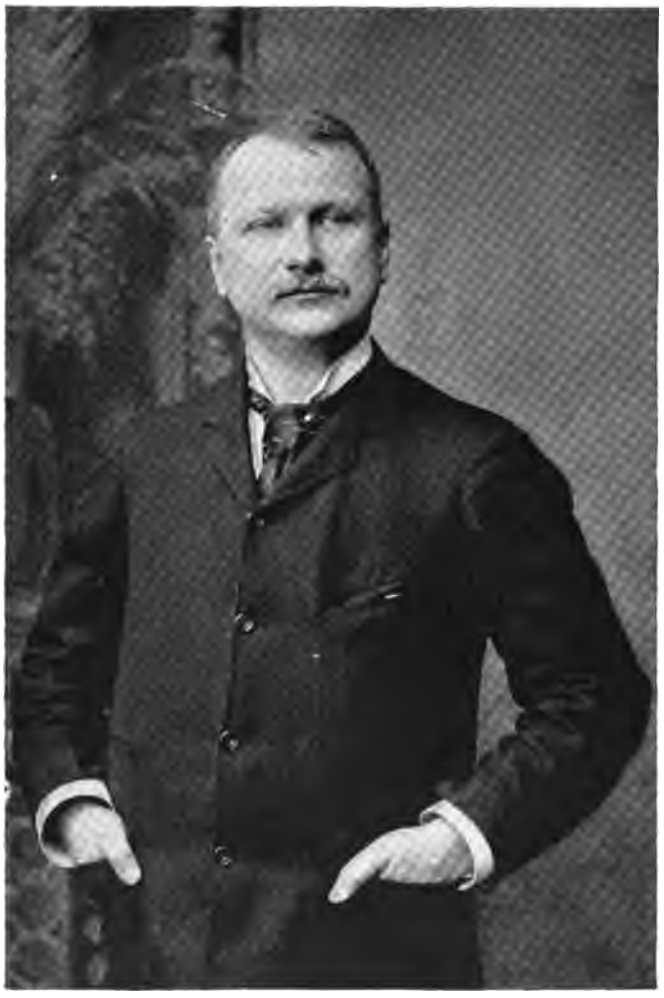
UNIVERSITY BIOGRAPHIES.

James Henry Work.

MR. WORK (or "Wark," as his Scotch ancestors would have spelt his name), of the law firm of Noah Davis & J. Henry Work, was born in the City of New York, June 28, 1846. His father, John Clinton Work, one of the old time dry-goods merchants of this city, came to the City of New York with Frank Work, his younger brother, from Columbus, Ohio.

Mr. Work's mother was Jane Sharon, daughter of Rev. James Sharon, for many years pastor of the Old Derry Church, in Pennsylvania.

Mr. James Henry Work, the subject of this sketch, was prepared for college by George Anthon, whose school was at that time in the building now known as the Delmonico Building, then the Dodworth Building, at the corner of 25th street and Fifth avenue. He was graduated in the class of '67 at Columbia, and from the Law Department of the



J. HENRY WORK.

same college in 1869, and subsequently in 1870, received his degree of A. M.

While in college, Mr. Work was a member of the Psi Upsilon Fraternity, and of the Philolexian Literary Society. He is a member of the University Club, Lawyers' Club, Manhattan Athletic Club, Atlantic Yacht Club, American Steam Yacht Club, New York Camera Club, and the Bar Association.

HON. JOHN O. SARGENT.

John Osborne Sargent.

JOHN OSBORNE SARGENT, lawyer and journalist, was born in Gloucester, Mass., September 20, 1811. From the Boston Latin School, in his fifteenth year, he entered Harvard College, which graduated him with distinction in the class of 1830. While in college he was elected to the Porcellian Club, and was one of the co-editors of *The Collegian*, with Oliver Wendell Holmes, the poet. Studying law with Hon. William Sullivan of Boston, he was admitted to the Suffolk bar in 1833, and formed a partnership with his classmate, Thomas C. Amory. During his student days, he often found time to indulge his literary propensities, and under various pseudonyms, contributed both verse and prose to the *Token*, the *Atlantic Souvenir*, the *New England Magazine* and other publications of the day. In connection with his friends, Wendell Holmes and Park Benjamin, he took part in the production of a brochure entitled, "Illustrations of the Atheneum Gallery," and in another collection of poems called "The Harbinger." Writing political articles also with great force and facility soon diverted him from the practice of law, and led him, for two or three years, to write the political leaders in the Boston *Atlas*. During this period he served one term as Representative from Suffolk in the Massachusetts Legislature. In 1838 he became associate editor of the New York *Courier and Enquirer*, in which capacity, and also as a political speaker, he took an active part in the exciting campaign which terminated in the election of Harrison and Tyler. Returning, in 1841, to New York and the law, he aided and counselled John Ericsson, delivered a lecture illustrative of his inventions, afterwards published in the leading scientific journals of Europe, and won Ericsson's claim against the United States for constructing the Princeton. On this errand, going often to Washington, he again became interested in Whig politics. As editor of *The Battery* there and later with Alexander C. Bullitt in *The Republic*, a daily paper established in support of Taylor's administration, he continued in literary work until the close of his friend Fillmore's term. Owing to uncertain health with inconsiderable intervals, he passed the next twelve years abroad in the study of language. He translated Anastatius Grun's "Der Letster Ritter," which, under the title of "The Last Knight, a Romance-Garland," was published by Houghton, Mifflin & Co., with a dedication to his old friend Holmes. He has also published a number of beautiful translations of the odes of Horace. Since 1872 he has been a resident of New York city, retired from active professional pursuits, and spending his summers on his beautiful farm on Laurel Lake in Lenox, Mass. He has been a member of the Board of Overseers of Harvard and was three years President of the Harvard Club of New York.

Hon. James M. Varnum.

HON. JOSEPH B. VARNUM, a well known citizen of New York, was Speaker of the State Legislature and held other prominent public positions. His son James M. was born there in 1848, graduated at Yale College in 1868, at the Columbia Law School in 1871, and soon after was admitted to the Bar in this city. His grandfather, James M. Varnum was an officer in the war of 1812. His great grandfather, Gen. Joseph B. Varnum of Massachusetts, was an officer in the Revolutionary War,

HON. JAMES M. VARNUM.

Speaker of the House of Representatives of the United States, President of the United States Senate, and acting Vice-President of the United States. The latter's brother, General James M. Varnum of Rhode Island, was a General in the Continental line during the Revolution, a member of the Continental Congress, and United States Judge for the "Northwestern Territory" in 1787.

In 1879 or 1880 Mr. Varnum was a member of the Legislature of the State of New York from this city, and Chairman of the important Committee on Cities in 1880.

From 1880 to 1883, he was a member of the Governor's staff with the rank of Colonel in the National Guard, he was one of the N. Y. State

Commissioners in 1881 to entertain the French and German guests at the centennial celebration of Yorktown, chairman of the Committee on Entertainment, and one of the managers of the official ball.

In 1883 he was one of the managers of the Centennial Celebration of the Evacuation of New York.

In 1889 he was one of the Committee of Five on Plan or Scope having the general supervision and management of the centennial celebration of the inauguration of President Washington.

A Republican in politics, he has always taken a great interest in political matters; but since he declined a re-election to the Legislature in 1881, has refused to accept any political office not in the line of his chosen profession.

In 1889, nominated by the Republicans for Attorney General of the State, but was defeated, although polling about 490,000 votes and running many thousand votes ahead of the Republican ticket.

In 1890 he was the Republican, County Democratic and Citizens Candidate for Judge of the Superior Court, but with all on his ticket failed of an election in the tidal wave of that year.

He was elected, in 1891, Chairman of the Republican State Convention at Rochester.

Mr. Varnum is a member of the Bar Association, the Century, Union, Metropolitan and University Clubs, having been one of the Governors of the latter.

He is a member of the old Revolutionary Order of the Society of the Cincinnati, a member of the Sons of the Revolution, &c.

Mr. Varnum was also one of the original members of the New York Real Estate Exchange, was acting chairman at the first meeting, chairman of the committee on dedication of the new Exchange, and delivered one of the principal addresses on that occasion, and was for three years Chairman of the Legislative Committee of the Exchange.

He is now one of the Directors of the *Lawyers' Title Insurance Company* (elected from members of the Bar), a Trustee of the *Real Estate Loan and Trust Company*, and one of the Advisory Committe of the *Guarantee and Accidents Lloyds.*

Rondeau.

If I should speak of love to-night,
I wonder if she'd be polite—
  Blush rosy red and drop her eyes,
  And with an air of feigned surprise
A closer parley thus invite?

Ah—would she, if I wooed aright
Consent her fair young troth to plight?
  Or would it all be otherwise,
    If I should speak?

Alas! I fear my chance is slight—
Perhaps 'twere better I should write;
  Perhaps she would not heed my sighs,
  Nor yield me any sweet replies,—
And yet—and yet perhaps she might,
    If I should speak.

HERMAN ROGERS MEAD

J. Maus Schermerhorn.

MR. J. MAUS SCHERMERHORN, a popular member of the University Club, comes from the oldest branch of the well-known Schermerhorn family, who settled in Albany and Schenectady some 250 years ago. He was graduated from Williams College some years since, but has pursued the field of manufacture instead of that of letters, with,

J. MAUS SCHERMERHORN.

however, always a fair degree of success. He is at present President of a Wire Fabric Company in Cortland County, and also President of an Enameled Brick Company in Pennsylvania, besides being interested in one or two mercantile houses and in the manufacture and sale of brick, terra cotta and other building materials in New York and vicinity.

Mr. Schermerhorn has always carried with him the most agreeable comradeship of college days, and is filled with ready sympathy and interest for all connected with that life, past and present.

He was a member of the Kappa Alpha Fraternity in college, and is now a member of the St. Nicholas and Holland Societies in New York.

Besides the University Club, Mr. Schermerhorn is a member of the Lawyers' and Manhattan Athletic Clubs.

Hon. George F. Betts.

FROM 1827 to 1867 the Hon. Samuel R. Betts was a distinguished Judge of the United States District Court in this City. He was of Massachusetts birth, and married the daughter of Judge Dewey of the Supreme Court of Massachusetts.

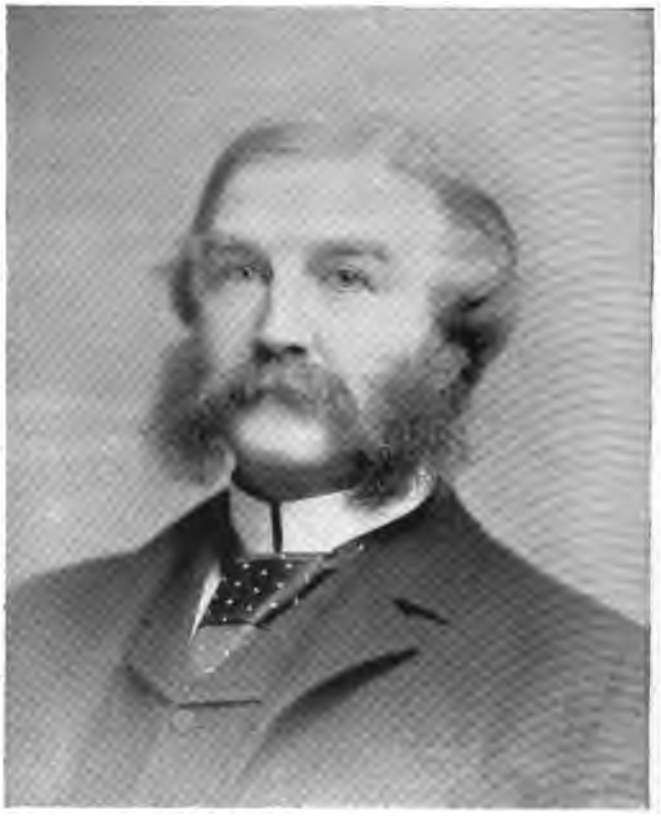
Amid the environement of such families, George F. Betts could hardly fail to be inspired with a love for the law, and after due preparation in the private schools of this city, and passing his Freshman year from 1840 to 1841 in the University in this city, he entered Williams College in the latter year, and was graduated in '44 receiving the usual degrees of A. B. and A. M. While in college he became a member of the conservative chapter of Kappa Alpha.

HON. GEORGE F. BETTS.

He was born June 14th, 1827, admitted to the bar in 1847, at the early age of 19, and practiced law in Newburg, N. Y., the place of his birth, from that time until 1850. He then removed to this city becoming one of the firm of Beebe, Betts and Donahue, and later one of the firm of Cutting, Owen and Betts. He was for many years clerk of the U. S. District Court and a U. S. Commissioner, and since 1878 has resumed the practice of his profession.

He is an active trustee of the Five Points House of Industry, and the Institution for the Deaf and Dumb, as well as of the St. Johnsland settlement.

Somewhat influenced, perhaps, by those around him in his native place, he early became an ardent Democrat. He joined the University, Century and Manhattan Chess Club; in the last named of which he spends an occasional leisure hour.



HON. GEORGE M. VAN HOESEN.

In 1852 he became Lieutenant Colonel of the 8th Regiment National Guard, and in April 1861 assisted in raising the 9th Regiment of New York Volunteers, the Hawkins Zouaves, with which he went into active service as Lieutenant Colonel. He commanded the Hatteras, and took part under Burnside in the Battle of Roanoke, February 8th, 1862. Such is the brief outline of one who can well be called a representative citizen of the Metropolis.

Hon. George M. Van Hoesen.

THE courtly president of the Holland Society of New York, needs no introduction to University men nor to the New York bar. Sprung from one of the oldest of our Dutch families, his interest in their settlement of this country and their progress since has been deep and marked. No meeting of Knickerbockers or celebration of interest to the descendants of the original settlers of New York has ever been complete without his presence.

He was born in New York City, and after due preparation entered the University of the City of New York, from which he was graduated in the class of 1852, having participated actively in most of the undergraduate organizations of prominence. He has been the president of its Alumni association since.

He studied law at the State and National Law School, then located at Poughkeepsie, and during a portion of his time there, was an instructor on subjects of Pleadings and Evidence.

Going to Davenport, Iowa, shortly after, he began the practice of law there and so continued until the breaking out of the war in 1861 when, forming a company of which he was made Captain, he was attached to the 13th Iowa Infantry. Serving under General Grant in Missouri and ascending the Tennessee River with him, in 1862, he was promoted to the rank of Major for gallantry at the Battle of Shiloh, and took part in the subsequent capture of Vicksburg. At one time he was Provost Marshal of the armies in the field for the department of the Mississippi. At the close of the war Major Van Hoesen resumed the practice of law in New York City. His success was marked. In 1875 he was elected Judge of the Court of Common Pleas in New York, serving the full term of fourteen years. No greater compliment could have been paid to him, a pronounced Democrat, than the general regret which was expressed by the prominent Republican journals of this city in their leading editorials, "that a man of his talents, kindly feeling and dignified courtesy, could not have received a re-nomination."

Having resumed the practice of law at the expiration of his term of office, he was elected a trustee of the Holland Trust Company, Chairman of the Memorial Committee of the Grand Army, of which he has long been a comrade in Lafayette Post No. 140, and was one of the founders of the Holland Society.

If the writer is not mistaken he was a Trustee and now a member of the St. Nicholas Club. He is a member of the St. Nicholas Society, and the Union, Manhattan, New Amsterdam, and Zeta Psi Clubs.

At the organization of the latter Club in 1882, he was by acclamation tended its presidency. He is perhaps the most popular man in that Fraternity, which has given him its highest office.

After many years acquaintance with him, the writer thinks it no exaggeration to say, that no more polished gentleman ever sat upon the bench of the city or state than Judge Van Hoesen.

Gouverneur M. Smith, M. D.

DR. GOUVERNEUR M. SMITH was born in New York, the son of Dr. Joseph Mather Smith, Professor in the College of Physicians and Surgeons for forty years, and who was born at New Rochelle, Westchester N. Y., in 1789, where his father, Dr. Matson Smith, had settled about 1788. Dr. Matson Smith belonged to an old family of Lyme, Conn., and there married a daughter of Dr. Samuel Mather, a captain and surgeon in the Revolutionary Army.

Dr. Smith is connected maternally with the Rutgers, Gouverneur, Marston and Lispenard families, for whom our streets are named. He is a great-great-great grandson of Leonard Lispenard, member of the first Colonial and first Provincial Congresses. He was educated at the University Grammar School and was graduated at the New York University in 1852, receiving the degree of A. M. in 1855. He was a member of the Eucleian Society and of the Delta Phi and Phi Beta Kappa Fraternities.

Dr. Smith was graduated at the College of Physicians and Surgeons in 1855, and next year was appointed Physician to the Demilt Dispensary. Early identifying himself with the interests of his profession, he was in May, 1858, one of the delegates from the New York

Academy of Medicine to the meeting of the American Medical Association held in Washington, and subsequently was one of the representatives of the Academy in the Medical Society of the State of New York at Albany.

During the Civil War he served gratuitously as a medical officer on the ocean hospital transport "Daniel Webster," under the auspices of the United States Sanitary Commission. Serving thus he had charge of many sick and wounded soldiers from the battle of Fair Oaks, who were embarked at White House, Va., en route to the hospitals of Boston. In December, 1862, he was appointed Acting Assistant Surgeon U. S. A., and was stationed at a U. S. A. General Hospital until the close of the war. During 1864 he was temporarily appointed Executive Officer in charge of the Post during the absence of the Surgeon, U. S. Volunteers.

On the death of his father in 1866, Dr. Smith was made his successor as Attending Physician to the New York Hospital, and since 1879 has been Consulting Physician of that Institution. He has also been Physician to the Bellevue and Presbyterian Hospitals.

From 1875 to 1878 Dr. Smith was Vice-President of the "New York Academy of Medicine," and from 1878 to date one of its Trustees. In 1869 he was its Anniversary Orator. He has been a Censor of the Medical Society of the County of New York and President of the "New York Society for the Relief of Widows and Orphans of Medical Men."

Being warmly interested in benevolent work, he is a Manager of the "N. Y. Association for Improving the Condition of the Poor," and was largely instrumental in establishing "The People's Baths," the first of its kind in New York for use by the poor during the entire year.

After graduation, he lectured in the spring and fall courses of the College of Physicians and Surgeons, and later gave clinical lectures at the New York Hospital, some of which were published. He has filled the "Parker Lectureship" on "Hygiene" in the Union Theological Seminary, and lectured before the Y. M. C. A.

He has been the author of many medical essays in the *Bulletin* and *Transactions of the N. Y. Academy of Medecine*, the *Medical Record*, and in the *American Journal of Medical Sciences*. One entitled "Wasted Sunbeams—Unused Housetops," in the *Medical Record* of April 21st, 1888, was widely noticed. "The Epidemics of the Century and the Lessons derived from them," was described by the *American Journal* of Philadelphia, as a "scholarly production." Other writings of his have been commended abroad. Among his more notable treatises may be mentioned "Etiology of Bright's Disease with Remarks on the Prophylaxis," "Diabetes," and "Uses and Derangements of the Glycogenic Function of the Liver." In less busy moments he has written a number of serious and humorous poems, printed in *Harper's Monthly*, the *Medical Record*, and other periodicals.

Dr. Smith is one of the Board of Managers of the "Society of the Sons of the Revolution," one of the Consulting Physicians of the "St. Nicholas Society," and a member of the "Century" and "Metropolitan" clubs.

Hon. Alonzo C. Monson.

IT was Bulwer, father of the late Lord Lytton, who said, if my memory serves me right, in one of his many novels, that the rulers of social life were widows and bachelors. It is therefore perhaps not inappropriate that the president of the club, which by common consent stands as the most exclusive in this city and country, should be one who has never married.

Judge Alonzo C. Monson, son of Marcena Monson and grandson of the Rev. Samuel Monson, valedictorian of the class of 1763 at Yale, was born in New York, July 1823, and lived during his school and college days in Varick street, opposite St. John's Park; a park which, at that time, was the centre of social life.

Judge Monson entered Columbia College, won several medals and prizes in different fields of study, more particularly in the field of Belle Lettres, was an orator at commencement, took the degrees of A. B. in 1840, of A. M. in 1841, graduated from the Yale Law School in 1841, studied law in the offices of Judge Benjamin W. Bonney, and was admitted to the bar of New York in 1843.

Yielding to the prevailing sentiment of the day, in 1849 he went to California. He soon secured a large practice. He was appointed by Gov. Bigler in 1851, Judge of the sixth State Judicial District, and was subsequently elected to the same high office by the people to serve for six years; at the end of his term he was appointed by Gov. Johnson, Judge of the State Appellate Court. Subsequently returning to New York he resumed the methods of life, which had been so to speak placed aside before his Western experience.

It is an interesting fact that while in 1848, he had been elected Vice-President of the Old New York Club, an organization, which then stood in equal rank with the Union Club, it was but a little while after his return that Judge Monson was elected to the Board of Governors of the latter club. When in 1870, it was thought advisable by many of the leading members of the latter to form a smaller and more exclusive club, the Knickerbocker Club was organized. The President of this club was Mr. Alexander Hamilton, and its Vice-President was Judge Monson. Invidious distinction may not be made, so that the writer will merely mention that the first clause of the constitution of this club states that the management shall be confided to a Board of twenty-one Governors composed of the following named persons:

Alexander Hamilton, August Belmont, Robert S. Hone, John J. Astor, William Butler Ducan, Alonzo C. Monson, Peleg Hall, William Cutting, James W. Clendenin, George Griswold Gray, Edwin A. Post, Louis A. Von Hoffman, Henry F. Fearing, Phillip Schuyler, John L. Cadwalader, William D. Morgan, Mahlon Sands, Wm. Watts Sherman, William Jay, Goold H. Redmond and Frederick Bronson.

Judge Monson remained Vice-President for 18 years, until the death of Mr. Hamilton two years ago, when he was elected President of the

club. He was twenty years Governor, Treasurer and Vice-President of the American Jockey Club, which owed its financial success almost entirely to his able administration of its affairs. He was one of the promoters and Governors of the Four-in-Hand Club, which, with its beautiful house on Washington Heights, attracted all that was gayest in the society of its day.

Judge Monson together with Messrs. August Belmont, G. G. Howland, Mr. George Griswold Gray and Gen. William Cutting constituted

HON. ALONZO C. MONSON.

the Committee on Assemblies, formerly held at Delmonico's. They were the immediate predecessors of the Patriarchs Balls, and were more noted for their exclusiveness and brilliancy than are any of the much vaunted entertainments of to-day.

Although the foregoing facts, kindly furnished to the writer by one of the many friends who both admire Judge Monson and respect the success which tact, ability and force of character usually bring, would show that the Judge has nearly reached the three score years and ten allotted to man, no one looking at his erect carriage or experiencing his genial and courtly manners could credit them to him.

Hon. Paul Dana.

DR. DALTON'S theory of heredity was never better exemplified than in the subject of this sketch.

The Hon. Charles A. Dana, LL. D., a native of Lancaster, N. H., who for so many years has been the distinguished editor of the *Sun*, has opened to his son, Paul Dana, a career similar to his own, and he is destined to accept his father's mantle.

HON. PAUL DANA.

The Hon. Paul Dana was born in New York August 20, 1852. Prepared at Gibbens' School, he was graduated from Harvard in the class of '74 with the degree of A. B.; later in '79 from the Columbia Law School with the degree of LL. B.

He became connected with the editorial staff of the *Sun*, and for the last three or four years has assumed a large share in the responsibility of its management.

A democrat in politics and a member of the University, Racquet and other clubs, Mr. Dana was recently appointed Commissioner of Public Parks in the city of New York. For some time past he has been Major of Ordnance on the staff of the 1st brigade, N. G, S. N. Y., to which, as a pleasure, he devotes such leisure as he can spare from the engrossing work of his editorial position.

William H. Fuller.

PRESIDENT GILMAN, of Johns Hopkin's University, stated in a recent address that a liberal education was not confined to a few collegiate years, but was begun in childhood and was continued throughout life. To know some men is a liberal education in itself.

The writer knows of no one of whom these definitions are truer than the subject of this sketch. Mr. Fuller was graduated in the class of 1861 at Yale College, with the degree of A. B., and in 1863 at the Columbia Law School, with the degree of LL. B.

While in College he was a member of the Psi Uplison Fraternity, and of the Skull and Bones Society. Both his intellectual position and social popularity in his college days are best shown by the facts that he was an editor of the *Yale Literary Magazine*, and that he was selected to make the presentation speech when the Wooden Spoon was given to his classmate, Stanford Newel. The Wooden Spoon, with its attending ceremonies, has long since passed away, but there are many Yalensians to whom no recollections of College days are more cherished than those which recall this popular event of their Junior year. Admitted to the bar, Mr. Fuller became a partner of the Hon. William Walter Phelps, now United States Minister to Berlin; but after a few years of successful practice was drawn away from the profession.

Subsequent years devoted to business pursuits and mainly to the manufacture of wall-paper were so successfully spent from a material point of view, that Mr. Fuller, in 1887, retired from active business. While in Europe, he devoted his leisure to the gratification of artistic tastes, which had always exercised a predominating influence over his life.

His collection of pictures gathered during the past ten years is today, in proportion to its size, perhaps unequaled. It was the writer's fortune some months since to be taken by a friend to Mr. Fuller's rooms. He was immediately possessed with a desire to obtain the consent of their owner for the re-production of some of these paintings in this magazine. Permission was accorded, and five pictures were selected, which are fairly representative of the entire collection. "The Hut of the Coal Men," one of the master-pieces of the great Rousseau, was bought by Mr. Fuller from the sale of the Secretan collection in Paris in 1889, as was also Troyon's "Cows in the Pasture." Both are magnificent specimens from the hands of these two masters. The beautiful portrait of Hon. Mrs. Barrington, by Sir Johsua Reynolds, P. R. A., was painted in 1758. There is also another portrait, that of the Duchess of Ancaster, by Sir Joshua, in this collection. There are several pictures by John Constable, R. A., the last of the great quartette of English landscape painters, one of which, "The Lock," is shown on the

following page. By the great quartette, I mean Messrs. Wilson, Gainsborough, Turner and Constable.

Mr. Fuller has in his collection three paintings by Thomas Gainsborough, R. A.; one, the "Portrait of an Officer," in a landscape; the other two, landscapes alone. Among other remarkable paintings is one by Richard Wilson, R. A., "The Temple of Venus at Baiæ." The writer may perhaps be pardoned if he here digresses a little and speaks of the continued misfortune of these two early representatives of English landscape art, Wilson and Constable; for to Gainsborough and Turner reputation came at a comparatively early age.

So little was Wilson appreciated in his day that little is known of his personal life. Born in 1713 in Wales, the son of a clergyman, he followed the prevailing fashion, and painted in early life nothing but portraits, though with little success. When 36 years of age he went to Italy, and at the advice of Zucarelli, devoted his talents to landscape painting. His success was so great during the six years spent in Italy, that he had every reason to expect the same recognition at home that he had obtained abroad. Englishmen had, however, been taught to look to Holland and Italy for landscapes, and they utterly failed to appreciate in their own countryman a painter who has since been recognized as a great master.

Though Wilson's landscapes were so beautiful that they won for him the name of the "English Claude," and in our day bring great prices, he found himself without patrons, without friends, and had finally to resort to pawnbrokers for means to obtain the merest necessities of life. He was one of the original 36 members of the Royal Academy. For some years before his death he received a small stipend, as librarian of this society, which practically kept him from starvation; and finally upon the death of a relative he inherited a legacy that enabled him to enjoy a comfortable home at last in his native Wales, where he died in 1782, in the sixty-ninth year of his age.

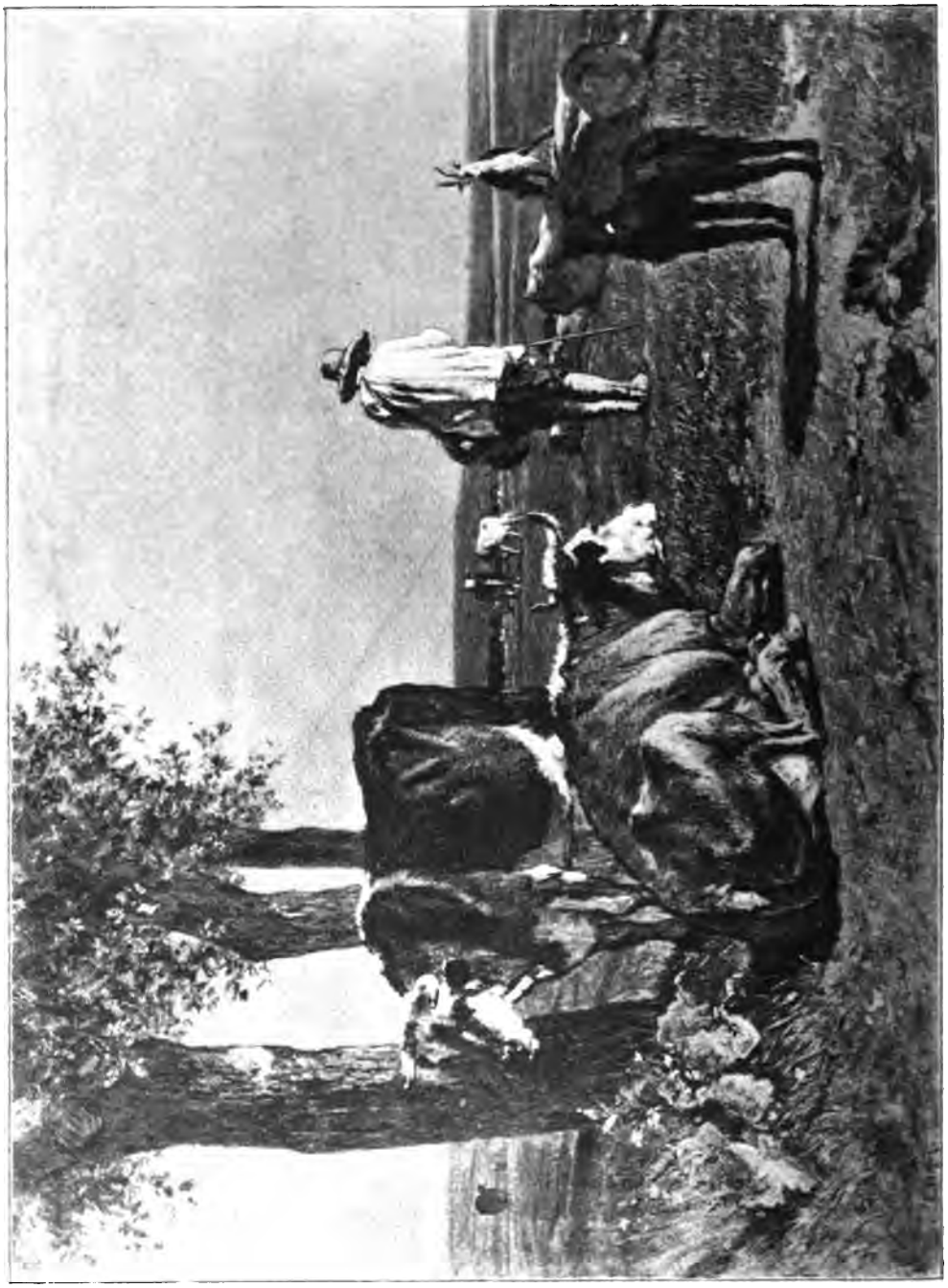
John Constable was never induced to paint sketches for half a crown, as was Richard Wilson. Yet he was 43 years old, and had been an exhibitor for 17 years before he was elected an Associate Member of the Royal Academy, and was 53 years of age before he was elected a full Academician.

The first public recognition of his talents came from France, when, in 1824, his great picture, "The Haywain," was exhibited at the Louvre, and received a Gold Medal. Another fine landscape, "The White Horse," was exhibited at Lisle the following year, and was also awarded a Gold Medal. Notwithstanding the fame his pictures had won for him abroad, Constable was quite unappreciated and without patrons at home. Representative works are found to-day in the National Gallery at London and in private collections in England, each worth a ransom, but which in his own day were neglected and passed by. Final recognition came when the great painter was beyond the need of praise or fame, resting in an honored grave. He died in March, 1837, in the sixty-first year of his age.

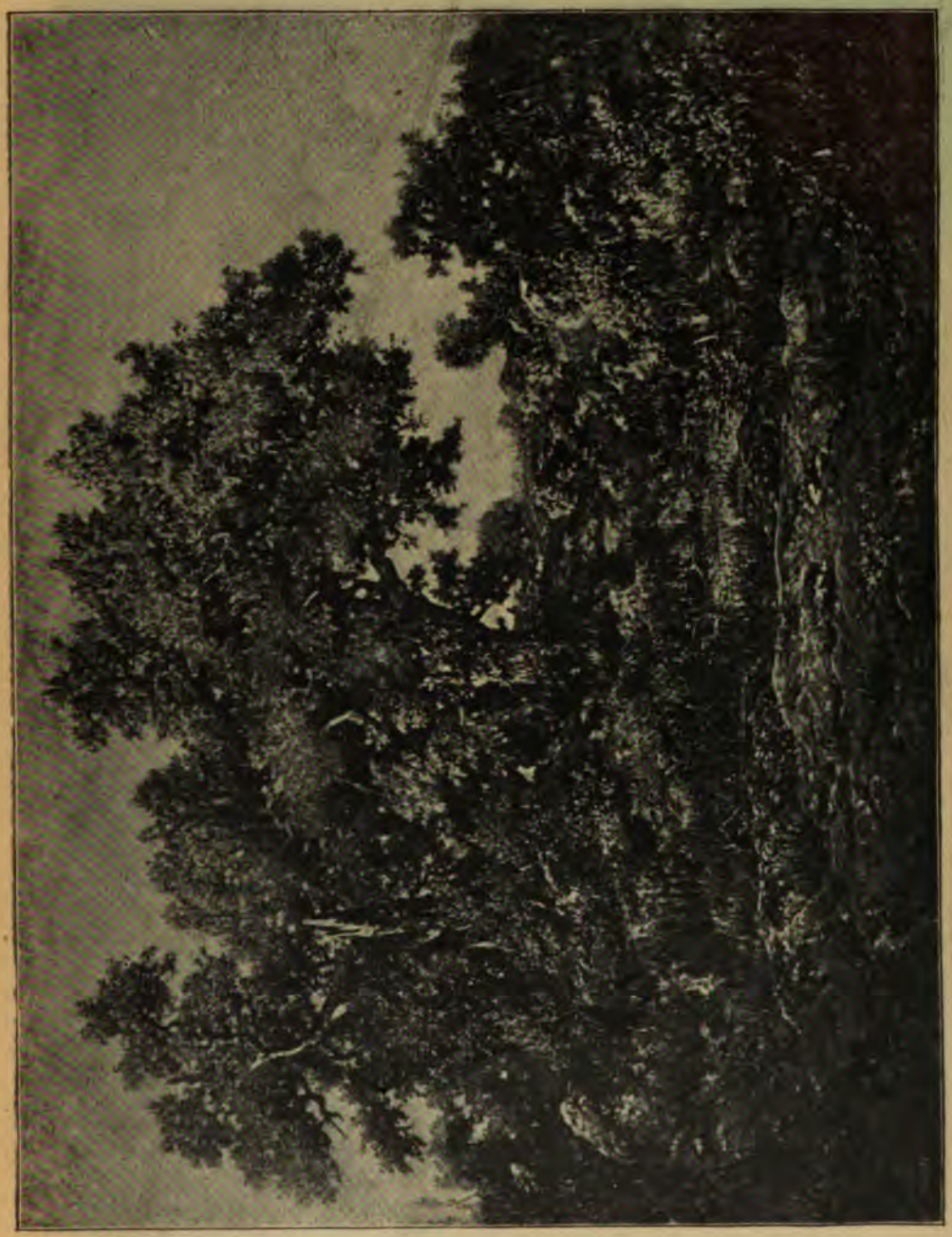
WILLIAM H. FULLER.

Lack of space and propriety forbid further mention of the other works of art in Mr. Fuller's collection, save to say that there are many representative specimens of the American, French and English schools.

A year ago, on the death of one of his former partners, Mr. Fuller was induced to go again into his old business. He was one of the founders of the University Club, belongs to the Century and Union League Clubs, is unmarried, and being one of those few men who combine equally the artistic and the practical temperaments, is a genial and delightful companion.

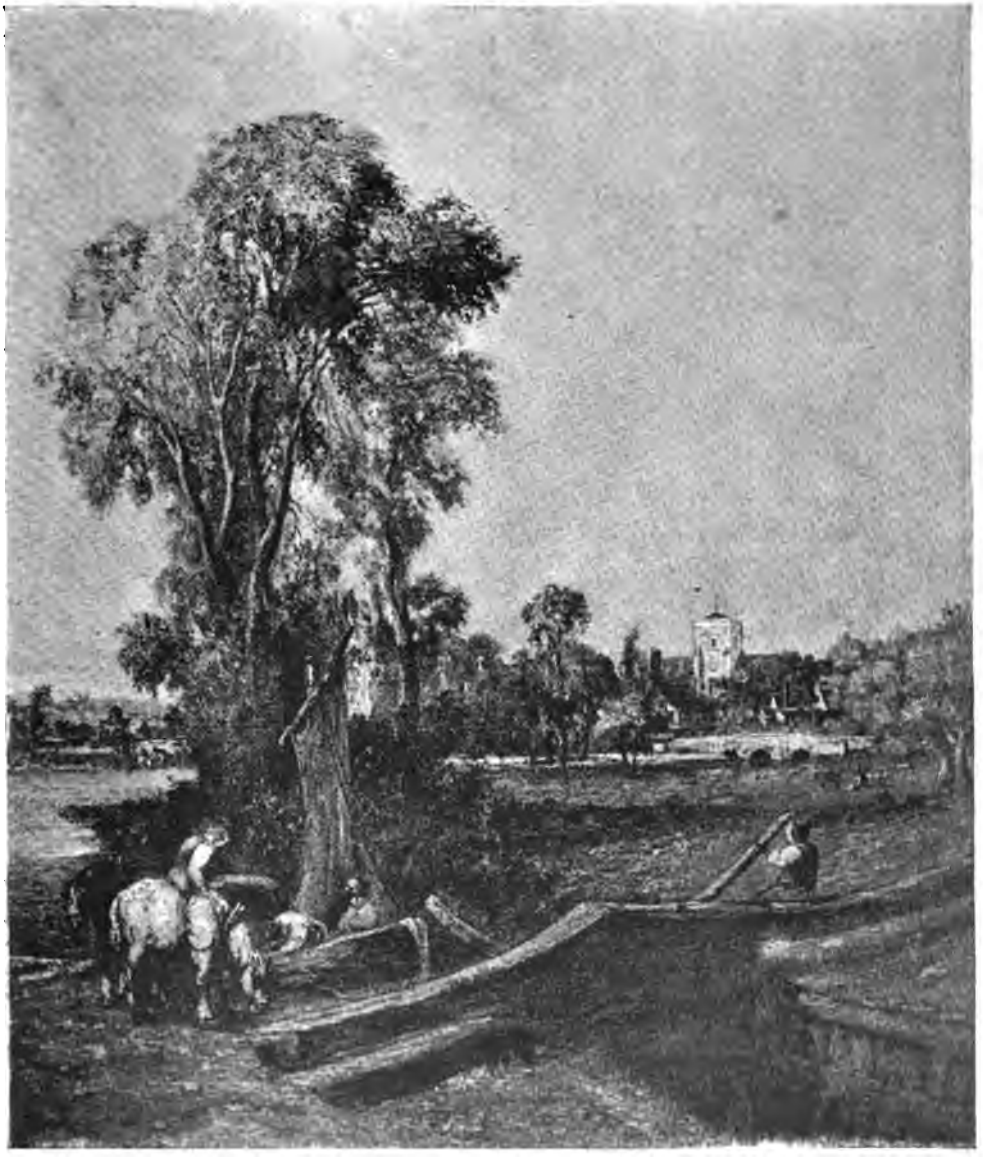


TROYON'S—COWS IN THE PASTURE.—Collection of William H. Fuller.



ROUSSEAU—THE HUT OF THE COAL MEN.—Collection of William H. Fuller.

RICHARD WILSON—THE TEMPLE OF VENUS AT BALE.—Collection of William H. Fuller.



JOHN CONSTABLE—THE LOCK.—Colletcion of William H. Fuller.

SIR JOSHUA REYNOLDS—THE HON. MRS. BARRINGTON.—Collection of William H. Fuller.

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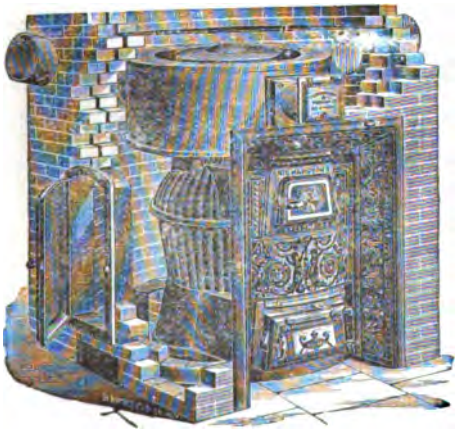

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Oct. 28 Brown, 6; M. I. T., 14.

Bucknell, 16; Laf., 10.
Bucknell, 4; Cornell, 0.
Bucknell, 32; Swarth., 12.
Bucknell, 12; P. S. C., 10.
Bucknell, 70; Haver., 0.
Bucknell, 0; Dickinson, 0.

Nov. 15 U. of C., 20; U. of M., 0.
Nov. 26 U. of C., 12; Cornell, 4.

Colgate, 22; Hamilton, 4.
Nov. 26 Colgate, 6; Roch. U., 0.

Oct. 17 Cor. (2d), 12; Syracuse, 6.
Oct. 17 Cornell, 72; Stevens, 0.
Oct. 24 Cornell, 30; Lafayette, 0.
Nov. 7 Cornell, 24; Lehigh, 0.

Nov. 4 Dartmouth, 32; Stevens, 12.

Hamilton, 22; Syracuse, 4.
Hamilton, 28; Rochester, 4.
Hamilton, 14; Union, 6.

Oct. 3 Harvard, 16; Dartmouth, 0.
Oct. 10 Harvard, 18; Amherst, 0.
Oct. 14 Harvard, 26; M. I. T., 0.
Oct. 17 Harvard, 26; Williams, 6.
Oct. 24 Harvard, 39; Amherst, 0.
Oct. 28 Harvard, 79; Bowdoin, 0.
Nov. 3 Harvard, 124; Wesleyan, 0.
Nov. 11 Harvard, 38; Trinity, 0.

Oct. 14 Lafayette, 38; Haverford, 0.
Oct. 28 Lafayette, 6; U. of Penn. 15.
Nov. 4 Lafayette, 4; Lehigh, 22.

Oct. 3 Lehigh, 24; State Coll., 2.
Oct. 17 Lehigh, 22; Rutgers, 0.
Oct. 24 Lehigh, 0; U. of Penn., 42.
Nov. 4 Lehigh, 22; Lafayette, 4.
Nov. 11 Lehigh, 6; Lafayette, 2.
Nov. 25 Lehigh, 16; Lafayette, 2.

Oct. 24 P. S. C., 24; F. & M., 6.

Oct. 21 U. of Penn., 32; Rutgers, 6.
Oct. 24 U. of Penn., 42; Lehigh, 0.
Oct. 28 U. of Penn., 18; Lafayette, 6.
Nov. 18 U. of P., 12; Lafayette, 10.
Nov. 21 U. of P., 31; Lehigh, 0.
Nov. 25 U. of P., 18; Wesleyan, 10.

Oct. 5 Princeton, 12; Rutgers, 0.
Oct. 8 Princeton, 18; Lehigh, 0.
Oct. 14 Princeton, 30; Lehigh, 0.
Oct. 18 Princeton, 44; F. & M., 0.
Oct. 20 Princeton, 24; Lafayette, 0.
Nov. 7 Princeton, 24; U. of P., 0.
Nov. 7 Prin., 24; U. of Penn., 0.
Nov. 14 Princeton, 6; Cornell, 0.

Oct. 21 Rutgers, 6; U. of Penn., 32.
Oct. 21 Rutgers, 10; B. Poly., 12.
Oct. 24 Rutgers, 12; Stevens, 10.
Oct. 28 Rutgers, 44; Col., 0.
Nov. 14 Rutgers, 24; West Point, 6.
Nov. 18 Rutgers, 14; N. Y. L. S., 0.

Oct. 14 Stevens, 38; N. Y. U., 0.
Oct. 21 Stevens, 52; Columbia, 0.
Nov. 4 Stevens, 12; Dartmouth, 32.

Oct. 3 Syracuse, 0; Cornell, 68.
Oct. 17 Syracuse, 6; Cor. (2d), 12.

Oct. 7 Trinity, 0; Yale, 36.
Oct. 17 Trinity, 4; Wesleyan, 0.
Oct. 24 Trinity, 54; Columbia, 0.
Nov. 14 Trinity, 22; M. I. T., 0.

Nov. 14 Tufts, 34; Brown, 12.

Nov. 14 Wesleyan, 38; W. P., 6.

Nov. 4 Williams, 58; Brown, 0.
Nov. 7 Williams, 30; M. I. T., 0.
Nov. 14 Williams, 14; D'tmouth, 6.

Sept. 30 Yale, 28; Wesleyan, 0.
Oct. 7 Yale, 36; Trinity, 0.
Oct. 10 Yale, 46; Williams, 0.
Oct. 31 Yale, 38; Lehigh, 0.
Nov. 7 Yale, 76; Wesleyan, 0.
Nov. 11 Yale, 27; Amherst, 0.
Nov. 14 Yale, 48; U. of Penn., 0.
Nov. 21 Yale, 10; Harvard, 0.
Nov. 26 Yale, 19; Princeton, 0.

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Book Reviews.

The Startled Sewing Society. By Mrs. L. H. Crane. N. Y.: Fleming H. Revell Co., 1891.

A little brochure of 25 pp. portraying the effect on a society sewing-class of the announcement of a visitor, Jesus Christ, by a frightened servant. It is a clever conceit, vividly written, with no attempt at literary merit, but well fulfills its purpose to surprise the reader into a moment's reflection upon his better self.

W. G. E.

Freeland: A Social Anticipation. By Dr. Theodor Hertzka, of Vienna. Translated by Arthur Ransom. N. Y.: D. Appleton & Co., 1891.

Utopia-builders are busy to-day, and there seems to be a call for their work. This book will take its place among the best of its kind, because, along with many things common to all such books, it possesses what many lack: some attempt to point out the road to the "better country."

The theory, in brief, is that each individual should have greater privileges and considerations than at present accorded, as well as better opportunities for self-development. The method of forming a community with these desirable principles is emigration to certain vacant territory in the continent of Africa, and the formation of such colonies is advocated.

The scheme has its merits, but, like all such theories, is a description of the possible effects merely of causes as yet undetermined.

J. E. H.

Deutsche Literaturgeschichte, by Carla Wenckebach (Boston: Heath & Co., 1890), is Part I. of a series, and brings the history of German Literature up to 1100 A. D., ending with the forerunner of modern fiction, the Ruodlieb, the commentaries and translations of Notker, and the artless religious poems of Ava.

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Vampires—Mademoiselle Reseda. By Julien Gordon. Philadelphia: Lippincott & Co., 1891.

A Puritan Pagan. By Julien Gordon. New York: D. Appleton & Co., 1891.

Julien Gordon's best qualities as an author appear in these books. There is an ease of style, an insight into many of the deeper feelings of humanity, and a strong sense of the dramatic. The situations are good, some are excellent.

The strong sense of the pathetic appears particularly in "Vampires," which, we fear, is oftentimes only too true to life. It is a story of true and sincere affection, not only unrequited, but positively wasted. It deals with a particular order of social nuisance—women; who seem to regard the homage of the opposite sex as their just due, and who do not hesitate to make systematic extortion, and deliberate ungratefulness, their one rule in life.

Julien Gordon has evidently had wide experience socially, and opportunity to observe characteristic qualities of mind and life. By a systematic writing of eminent failings and injustices—as has been partially done in "Vampires"—great good might be accomplished, and the author's enviable place in literature be made enduring to all time. Let us hope that talents of such power may be utilized to the utmost.

Principles of Political Economy. By Charles Gide, Professor of Political Economy in the University of Montpelier, France. Translated by Edward Percy Jacobsen. Boston, U. S. A.: D. C. Heath & Co., 1891.

An admirable translation of the work of an earnest student and profound thinker. The object of the author is to furnish a treatise for practical men, who wish to form an opinion for themselves on economic and social questions. In a style at once philosophic and practical, he discusses the ever important topics of wealth and values, production and exchange. The chapters which consider the question of momentallism and bimetallism will be read with interest by those who are seeking for the best fruit of modern economic thought. On these and other subjects discussed in this volume, we may differ with the author; indeed, to the average American, many of the theories here advocated may savor too much of the doctrines of the so-called classical school of economy.

A number of doctrines advocated by the author are now almost universally repudiated, but the subject is treated broadly, and in a judicial spirit.

G. A. M.

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Harvard.—An association of the students has inaugurated at Cambridgeport a work similar to that at Toynbee Hall in East London. Dr. Edward Cummings, who has spent two years in England, devoting much time to the study of this institution, is one of the moving spirits in the undertaking.—The outlook for football next year is good, as all the present members of the team return to college, and take to the Law School. Some excellent material is expected in '96. —The glee club is preparing for its usual Western tour during the Christmas holidays. Among its members are an unusually large number of good voices.—The first of the Harvard Assemblies takes place Dec. 17 at Pierce Hall, Boston. —Prof. C. E. Norton has just issued a translation of the "Divine Comedy," which critics are unanimous in pronouncing a most important literary contribution.—The Thursday afternoon Vesper Services this

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year are as popular as ever.—The Republican Club has affected a permanent organization. Over a hundred tickets to Major McKinley's speech in Tremont Temple were sent to the club.—At the recent convetion of Delta Upsilon at Cambridge, Mr. R. M. Lovett, '92, was elected one of the vice-presidents of the order.—The Abbot-Royce dispute attracts universal attention, and can hardly be confined longer to philosophical circles. —The Secretary of '91 has just issued the class report. He estimates that out of a class of 287 fifty-nine have contributed to extra-collegiate publications; 39 to newspapers; 16 to humorous, scientific, religious and literary periodicals; one has published a novel, another a history, another a treatise on music.—Professor Shaler has been appointed Dean of the Lawrence Scientific School in place of Professor Chaplin, who resigned in order to take the chancellorship of Washington University in St. Louis. —Professor Everett of the Divinity School and Rev. Leighton Parks of Boston are the two new members of the Board of Preachers for this year.—A Western club has been formed according to the catalogue: the total number of undergadurates at Harvard this year is 1,459, a gain of 117 over last year. The total number of students in the entire University is 2,663, a gain of 392 over last year.—Harvard lost the 'Varsity football game, the Freshman football game, and the shooting match—all with Yale. She won the Intercollegiate tennis.—The Sophomores won the class football championship.—Trafford, '93, again won the Graduate cup for good kicking.—Capt. Perkins, of last year's crew was obliged to resign on account of an injury to his arm.—G. H. Kelton, '93, was elected to the position. Kilton has rowed for two years on the crew and is regarded as an excellent selection.—L. A. Frothingham, '93, is captain of the nine and J. H.

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Cook, '92, of the track athletics.—A. P. Stone, '93, has been elected manager of the University nine.—T. Hopkin, '93, won the the tennis championship in the college.—The *Crimson*, the daily paper of the college appeared enlarged this year and changed its name from that of *Daily Crimson* to *The Harvard Crimson*.—The freshmen have elected Emmons, who played on the 'Varsity football team, president of their class.

Yale.—The Glee Club has planned a trip embracing Cleveland, Chicago, Cincinnati, Nashville, Tenn., Atlanta and Charleston for the Christmas vacation, a more extended one than is usually taken. —The question of Seniors wearing the cap and gown at Sunday service during the year has been considered by the class, and it was decided that in case one hundred and fifty members of the class acquiesced, the cap and gown should be adopted. While it is certain that the class will follow '91's example by wearing them during commencement week, it seems very doubtful that the required number will agree to wear them during the year.—As is invariably the case, the reports of the disturbance on the campus a week ago, in which two of the tutors were said to be roughly handled by members of the Sophomore class, were greatly exaggerated by the daily press; nor did the affair at all partake of a serious nature.—The week beginning November eighth is observed as the week of prayer for colleges. At Yale daily prayer-meetings are held, which are largely attended.—The lecture courses offered to the University this year are of a very high order. A course of ten or more lectures by Professor Ludd, on the Phenomena of Sleep, Dreams, Trance, &c., is now being delivered, and prove interesting to large audiences.—Yale has never had such a large membership in all departments, and never has the Univer-

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sity spirit so fully and generally obtained as at present, and all things point to a memorable and highly successful year.—Work has been begun on a preparatory school, to be called the Hotchkiss School, at Lakeville, Conn. While the school is not to be strictly a Yale preparatory academy, it will naturally take that character to a large extent. President Dwight and Professors Wheeler and Phillips, of Yale, are among the trustees, and it is thought that this school will be to Yale as Lawrenceville Academy is to Princeton.—The first of the series of Chamber concerts, given in North Sheffield Hall, on Tuesday evening, November 10th, by the Kneisel Quartette of Boston.—At the annual meeting of the University Athletic Association the following officers were elected for the ensuing year: President, R. B. Wade, '93; Vice-President, M. Van Ingen, '93 S.; Secretary and Treasurer, W. C. Walcott, '94. The Treasurer's report for the past year shows an expenditure of about $3,000 for the "Mott Haven Team."—Interest in the chess club is being revived, and it is not unlikely that an attempt will be made to hold an Intercollegiate tournament during the winter.—After Christmas, for the first time, members of the Academic department will be able to avail themselves of instruction in the Art school as optional work. Efforts in this direction have been made by the faculty, but this privilege has never been granted up to this time. A large number will take advantage of the opportunity.

University of Pennsylvania.—The football team has made a wise move in electing Charles Schoff to the captaincy of the team for the season of 1892. Mr. Schoff is one of the hardest working men on the eleven, and is well liked by all with whom he has become acquainted. A wise choice in the

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captaincy means a successful team for the year.—Baseball prospects are being talked over, and games are already arranged with the New England teams which will make Southern trips in the early spring. It is probable that Dartmouth, Amherst, Williams and Yale will play in Philadelphia during the first half of April.—The football management has had a fine season this year, from a financial standpoint, the surplus in the treasury being between $3,000 and $4,000, a circumstance which has never occurred before in the history of football in the University.—The candidates for the 'Varsity crew will start truining during the first week in December and will continue at hard work until the annual races are held. The outlooks for a good crew are bright, as seven of last year's crew will row again, and several good men will try for places.—The musical organizations of the University promise to eclipse any ever at the University of Pennsylvania. The Glee Club has a fine lot of voices, the Banjo Club will be as proficient as ever, and a Mandolin Club will be started which gives great promise.—It is rumored that the Psi Upsilon Chapter will give a reception to the "Society of Biblical Exegesis" during the Christmas holidays. Many of the society are members of the Psi Upsilon Fraternity, and all anticipate a very delightful meeting.—The Delta Psi Chapter is snugly quartered at 3312 Woodland avenue.

Cornell. — Judge Francis M. Finch, of the New York Court of Appeals, has been elected Dean of the School of Law.— The Law School has a woman student, Mrs. Mary K. Brown, of Grand Junction, Colorado, and a graduate of Wellesley.—The Alpha Phi convention was held at Cornell Oct. 7, 8 and 9.—A new Intercollegiate Rowing Association was formed Oct. 31 at the Fifth Avenue Hotel, New

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York, by representatives from Cornell, Columbia, and the University of Pennsylvania to row annually somewhere on the Hudson river. It is expected that other colleges will join the association. — Mr. O'Niel of Sibley is now engaged in modeling busts of Hiram Sibley and of Judge Boardman, for the Library and Law School Building, respectively.—A large portion of the $1,000 required to endow a Cornell pew in the new American church at Berlin has been raised. —The Freshman yell is '95, '95, Rah, Rah, Rah! Hobble, Gobble! Razzle Dazzle! Siss! Boom! Ah! —The Sophomores have voted to adopt a class cane.—Captain Gould of the Yale 'Varsity Crew was in Ithaca recently to see Charles Courtney, coach of the Cornell Crew. It is believed that his visit was to arrange a race between the two colleges.—A banner has been offered by a local merchant for the class winning the majority of the underclass contests.—Football games: Oct. 3, Cornell 68, Syracuse 0; Oct. 10, Cornell 0, Bucknell 4; Oct. 17, Cornell 72, Stevens 0; Oct. 17, Cornell (2d) 21, Syracuse 6; Oct. 24, Cornell 30, Lafayette 0; Oct. 31, Cornell (2d) 21, Rochester 10; Nov. 7, Cornell 24, Lehigh 0.—Cornell plays Princeton Nov. 14 at Princeton, and the University Club of Chicago Nov. 28.—A series of Chamber concerts will be given this year. Mlle. Aus der Ohe, pianist, and Emile Fischer, basso, gave the first of the season.—The Intercollegiate Press Association met at Ithaca October 6th. Delegates were present from most of the colleges of the State. Papers were read by Mr. Howland, of the *Sun*, by Mr. Peaslee, of the Syracuse *News*, and by Mr. Dudley, of the Hamilton *Review*. Some good points were brought out, and the Intercollegiate Press Association may yet be a potent factor in college journalism.—The Hare and Hound Club has been re-organized

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as the Cross Country Club.—The sum of $2,000 has been raised towards the $5,000 required to endow a free bed for students in the new Ithaca City Hospital.—Hon. Samuel D. Halliday, '73, has been elected a trustee to succeed the late Judge Douglas Boardman.—The third annual convention of the College Association of the Middle States and Maryland will be held at Cornell University on Friday and Saturday, Nov. 27th and 28th, 1891.—John Francis Williams, Ph. D., Assistant Professor of geology and mineralogy, died Oct. 9. He was a graduate of Rensselaer Polytechnic Institute, and studied three years at Göttingen.

Williams.—The football team has disbanded after electing for next year's captain, Irving Garfield.—Williams again holds the championship, having beaten Stevens, Technology and Dartmouth, 60–0, 30–0, and 14–6, and tied Amherst 0–0.—Total scores of the season are: Williams 314, opponents 84, of which Yale and Harvard take 72 with scores of 46–0 and 26–6 respectively.—The Freshman–Sophomore game was won by the former, 24–4.—The Athletic Association elected officers on the 16th. Rodgerson, '92, President; (A. Garfield, Vice-President; Sutton, Secretary and Treasurer; Bushee, Evans, Sawtelle and Ogilvie, Class Directors, and Van Wormer, Captain.)—It is a lamentable fact that interest in the two old Literary Societies is waning.—Y. M. C. A. is powerful this year. Its course of lectures by College Professors is being largely attended.—Fall term closes December 22. Winter opens January 7.

New York University.—The Senior Class is making arrangements for its commencement. Two more fraternities are about to start chapters in the N. Y. U. *Φ. Γ. Δ.* has granted a charter for a chapter, many of the members being taken from the law classes. *B. Δ. B.*,

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also known as "Black Diamond Blacking" is a Freshman society, having but two other chapters and a good opportunity to make for itself a little history. Less than two years ago the Sigma Chapter of ΘNE was installed at N. Y. U. This Sophomore society has grown in numbers, and any unusual act committed in the college may generally be attributed with justice to *Θ. N. E.* A secret delegation of the Sophomore Class is responsible for most of this mischief.—Re-entrance examination prizes were awarded to Messrs. Becker and Boyd in the sums of $100 each, for having passed the best re-entrance examination for admittance to the departments of science and arts respectively.—Psi Upsilon held its annual innitation on the twenty-fourth. Seven men were initiated, five from the Freshman class and one each from the Sophomore and Junior classes.—

The Gamma Chapter of *Δ. Φ.* held its fiftieth anniversary dinner at Morello's on the 20th. Many eminent graduates of the chapter were present.

Brown.—Lyman Gymnasium was dedicated November 28. It has a complete equipment of apparatus. Hon. Francis Wayland, LL. D., Brown, '46, now Dean of the Law Department at Yale, presided. Dr. W. W. Keen, '59, chairman of the Building Committee, presented the keys to President Andrews. Charles V. Chapin, M. D., Professor of Physiology and director of the gymnasium, and President Hyde, of Bowdoin, also spoke. Music was furnished by the college glee club.—The Brown Lecture Association began its course of free lectures November 30. There will be thirty lectures in all, extending through the months of December, January, February and March. Subjects of vital interest in the different branches of literature, science, art, economics and philosophy will be treated by such noted

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speakers as Prof. A. D. F. Hamlin, of the Columbia School of Mines; Dr. Walter Damrosch, of New York; Prof. Josiah Royce, of Harvard; Prot. Charles Sprague Smith, of New York; Dr. Albert Shaw, editor of the "Review of Reviews;" Prof. Winchester, of Wesleyan; Profs. Sears and Gardener, of Brown, and Dr. William C. Langdon, of Providence. The lectures are attended by the most cultured people in the city.—The fashionable event of the first term at the college was the opening ball given at the Lyman Gymnasium, December 2.—The first issue of the Brown *Daily Herald*, a neat little newspaper of four pages, appeared December 2. G. G. Hunter, '92, is the editor-in-chief, and T. P. Baylies, '92, business manager. The plan of the paper is the same as that of the other college dailies. Brown now boasts of four publications by the students—the *Liber*, *Brown Magazine*, *Brunonian* and *Daily Herald*.

Dartmouth.—Mr. D. J. Foster, of the class of '80, has been elected instructor in Elocution and has entered upon his duties. Rev. Henry E. Parker, Professor of Latin, has resigned, his resignation to take place at the end of the present term. John K. Lord, now Associate Professor of Latin, has been elected to filll the vacancy.—The new Y. M. C. A. building has been completed and will shortly be occupied.—Prof. Louis Pollens has returned from his trip to Europe.—At a recent meeting of the trustees in accordance with the vote of the Alumni, James B. Richardson, '58, of Boston; Chas. W. Spalding, '63, of Chicago, and D. C. P. Frost, of Hanover, were elected as trustees of the college.—Hon. L. D. Stevens, of Concord, N. H., has been elected to the presidency of the State Agricultural College.—Prof. Arthur S. Hardy has been granted a leave of absence for a year, and is now traveling in Europe.

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Wellesley Notes.—The Freshman class has been divided into eight sections, and for each an adviser from the Faculty has been appointed, who takes a personal interest in each student under her care. It is gratifying to note that the Freshman class is availing itself very freely of its new privilege.—Dr. Willard Hayes, the Alaskan explorer, has given the name "Wellesley" to the largest and most beautiful body of water in the interior of Alaska. "Lake Wellesley," seventy miles long, lies in the Yukon Basin, north of St. Elias Alps. Until last summer, it was known only to the Indians.—On Saturday, October 24th, the closing sessions of the Association of Collegiate Alumnæ was held at Wellesley. Mrs. Bessie Helmer presided. Papers were read by Miss Mary E. Duguid on "The Local work of the Alumnæ;" by Miss Eleanor Lord, on "Educated Women as Factors in Industrial Competition;" by Miss Mary Osborne Hoyt, on "The Status of College Education for Women," and by Mrs. Martha Foote Crow, on "College Education for Women in Foreign Countries." A reception and lunch were given to the members of the Association at Freeman Cottage.—This Hallowe'en the dining-room presented its usual festive appearance. Shepherdesses, milk-maids, fairies, Japanese ladies and even rag dolls dined together in terms of the greatest friendliness.—Several students of the college have organized a political club and intend to familiarize themselves with the political questions of the day. There will be papers, discussions and debates.—On Wednesday, November 11th, the college was honored by a visit from Sir Edwin Arnold. He received a most enthusiastic welcome, and he afterwards read some of his poems. One poem, "A Japanese Dance," was given here for the first time.—Wellesley has enjoyed three exceptionally fine con-

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certs this year. The first was given by the Dittemann Company of Boston, the second by Professor Carl Baumann and the third by the Moli Chamber Quintette from the Symphony Orchestra, assisted by Miss Emma Howe, soprano, and Miss Lucie Tucker, contralto. These concerts are free to the students.—The Glee and Banjo Club are already organized and beginning their work again. Both clubs have very fine leaders, and good work is expected from them.

Bucknell.—Of the $100,000 to be added to the present endowment of $362,000 over one-half has been raised by President Harris and Rev. James W. Putnam, of Philadelphia.— Hereafter the master's degrees will be conferred upon graduate, resident students, who take a prescribed course, one year after graduation.—A committee has been appointed to devise a plan for the representation of the Alumni on the Board of Trustees.—During the past fortnight, quite a number of new books have been presented to the Library. Also by the generosity of friends, additions have been made to the Art and Museum Collections.—Rev. H. C. Applegarth, Jr., Pittsburg, will deliver the annual sermon before the students on the Day of Prayer for Colleges. — President Harris will deliver the annual oration before the Rhetorical Society of the University of Rochester, next commencement.

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Thou art a fan ; and being but a fan,
What keeps me now from dire revenge and breaking
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